

REPORT OF THE COMMITTEE
ON
REVISION OF PAY SCALES OF TEACHERS
IN
UNIVERSITIES AND COLLEGES



UNIVERSITY GRANTS COMMISSION
NEW DELHI
1986

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Professor R.C. Mehotra,
Professor Emeritus,
Chairman,
UGC Committee on Revision
of Pay Scales of Teachers in
Universities and Colleges.

Chemistry Department,
University of Rajasthan
Jaipur - 302004.

May 21, 1986

Dear Professor Yash Pal,

With reference to D.O.F.1-48/83(CP) dated December 24, 1983 from Dr. Madhuri R. Shah, the then Chairman of the UGC, I have great pleasure in submitting the report of the Committee appointed by the UGC to review the scales of pay of teachers in universities and colleges.

With regard to the first term of reference, the Committee has made recommendations on emoluments and conditions of service of university and college teachers. In the absence of information about the recommendations of the Fourth Pay Commission, it has based its formulation on the notional existing scales only. The Committee would like to urge earnestly that while forwarding the recommendations, from the UGC to the Government for consideration, due care be exercised to ensure that the equivalence of the salary structure of teachers at the tertiary level with class I services is maintained. नमो भगवते वासुदेवाय

The Committee would like to point out that in the implementation of the revised (1973) scales of pay, a disparity has arisen between the total pay packets of teachers in the Central and State universities due to differential rate of dearness allowance, etc. It would like to emphasize that ways and means should be found so that this type of disparity in the pay structure of teachers in different universities does not arise in the proposed revision.

(III)

The Committee had earlier recommended to the Commission to extend the benefit of the 'Interim Relief(s)' granted to the teachers of Central universities, to teachers of the State Universities. It would like to reiterate that this recommendation should be given effect to from the date(s) from which it has been implemented for teachers in Central universities.

The Committee has also made recommendations on other benefits (such as superannuation/medical/housing etc.) as these are important inputs in the welfare of teachers and the committee hopes that these will receive a favourable consideration simultaneously.

With regard to the second term of reference, the Committee has given serious consideration to the problems of attracting and retaining talented persons in the teaching profession and providing them with professional/career advancement opportunities. While recognizing the importance of research experience and capabilities as essential inputs for efficiency of teaching in most of the disciplines at the tertiary level, it has recommended a good post-graduate master's or equivalent degree as the minimum qualification for eligibility as a lecturer; this should be an important factor in attracting talent at a younger age. The Committee has, however, suggested incentives in the form of advance increment(s) for lecturers who join the profession after obtaining a research degree.

The Committee has recommended a scheme of two promotions in the career of a lecturer on the basis of acquisition of additional qualifications coupled with satisfactory appraisal reports. It has also suggested the institution of posts of Readers and Professors in selected colleges. The Committee would like to emphasize that selection to the

posts of Readers and Professors should in all cases be made on an All India basis. It has further suggested awards of UGC Professorships for exceptionally reputed Professors in universities and colleges and recognition in the form of special pay to Lecturers and Readers for their extra-ordinary performance.

The Committee has given considerable thought to the problem of accountability and has made detailed recommendations in this direction as an integral part of service conditions. Regarding the code of ethics, the Committee is obliged to the All India Federation of University and College Teachers for suggesting a model with which it is in general agreement. It is suggested that the recommendations of the Committee in the above directions may be considered independently for early implementation.

The reasons for the time taken by the Committee in its deliberations have been stated briefly in the report. The Committee would have preferred to submit its recommendations on salary structures etc. for Librarians and Directors of Physical Education also simultaneously, but it has not been possible to do so, as these matters were referred rather late to the Committee and the requisite data were not immediately available.

As the Committee would probably be holding its meetings in June-July, 1986, it would be happy to offer further clarifications on any points indicated by the Commission.

With kind regards,

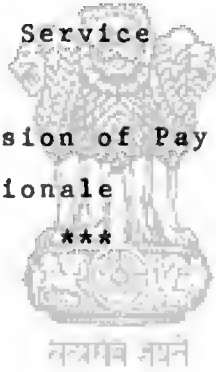
Yours sincerely,

R.C. MEHROTRA

Professor Yash Pal,
FNA,
Chairman,
University Grants Commission,
NEW DELHI - 2.

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CHAPTER I

SETTING UP OF THE COMMITTEE, TERMS OF REFERENCE, COMPOSITION, TIME SCHEDULE AND PROCEDURE OF WORK.

I. Setting up of the Committee and Terms of Reference:

1.1 The University Grants Commission constituted a Committee on December 24, 1983 under the chairmanship of Professor R.C. Mehrotra, Professor Emeritus, Rajasthan University, with the following terms of reference:-

- i. To examine the present structure of emoluments and conditions of service of university and college teachers, taking into account the total packet of benefits (such as superannuation/medical/housing etc.).
- ii. To make recommendations on the above having regard to the necessity of attracting and retaining talented persons in the teaching profession and providing professional advancement opportunities to teachers of universities and colleges..

The Committee while formulating its recommendations may keep in view the relevant recommendations of the National Commission on Teachers-II *.

* The report of this Commission was submitted in March, 1985. A copy of the report was made available to the Committee on 15.10.1985.

1.2 Subsequently, the following items were referred to the Committee:

- 1) In August 1985, the Commission referred the question of creation of Super Time Senior Scale (Professor's Grade) in the colleges affiliated to Delhi University.
- 11) In October 1985, the Commission informed the Committee that the revision of pay scales of Librarians and Directors of Physical Education in universities and colleges be also considered along with the pay scales of teachers.

1.3 Composition

The composition of the Committee is as follows:

1. Professor R.C. Mehrotra, Chairman
Professor Emeritus,
Department of Chemistry,
Rajasthan University,
Jaipur.

Members

2. Shri Saiyid Hamid,
then Vice-Chancellor,
Aligarh Muslim University,
Aligarh.
3. Dr. D.M. Nanjundappa,
(then Vice-Chancellor, Karnataka University),
Commissioner & Secretary to the
Government of Karnataka,
Institutional Finance Department,
Bangalore.

4. Dr. (Mrs) Vanaja Iyengar,
Vice Chancellor,
Sri Padmavathi Mahila Vishwavidyalaya,
Tirupati.
5. Shri Anand Swarup,
(Former Vice-Chancellor,
Govind Ballabh Pant University
of Agriculture and Technology),
Additional Secretary,
Ministry of Commerce,
New Delhi.
6. Professor N.M. Swani,
Director,
Indian Institute of Technology,
New Delhi.
7. Professor S. Ramaseshan,
Director,
Indian Institute of Science,
Bangalore.
8. Professor G.S. Bhalla,
Chairman,
Agricultural Prices Commission,
New Delhi.
9. Professor C. Mande,
Department of Physics,
Nagpur University,
Nagpur.

* Resigned w.e.f. February, 1985 after taking charge
as Secretary, Ministry of Education, New Delhi.

** Resigned with effect from 9.10.1984.

10. Professor R.K. Parimoo,
Department of Art History and Aesthetics,
Faculty of Fine Arts,
M.S. University of Baroda,
Baroda.
11. Professor (Mrs) Anita Banerjee,
Professor of Economics,
Jadavpur University,
Calcutta.
12. Dr. K.N. Udupa,
Professor Emeritus,
Institute of Medical Sciences,
Banaras Hindu University,
Varanasi.
13. Shri Gladwin M. Ram,
Principal,
St. John's College,
Agra.
14. Shri R.K. Chhabra,
Former Secretary,
University Grants Commission,
New Delhi.

15. Representative of the Ministry of
Education and Culture
Shri M.R. Kolhatkar (upto August, 1984)/
Shri J.D. Gupta (w.e.f. August 17, 1984)
Joint Secretary
Ministry of Education & Culture.
New Delhi.
- ** 16. Dr. (Mrs) Lata Singh,
Joint Secretary,
Council of Scientific and Industrial Research,
New Delhi.
17. Representative of the Ministry of Finance,
Shri S.C. Mahalik (upto February 14, 1986)/
Shri B.P. Verma (w.e.f. March 11, 1986)
Joint Secretary (Per.),
Ministry of Finance,
Department of Expenditure,
New Delhi.
18. Professor S.K. Khanna, Member Secretary
Secretary,
University Grants Commission,
New Delhi.

** Resigned with effect from 8.4.1985

1.4 Time Schedule:

The Committee was set up in December 1983, and was required to submit its report by August, 1984. For various reasons, there was delay in convening its first meeting which could be ultimately held on 24th March, 1984. Subsequently further unavoidable delays occurred in arranging the visits of the sub-committees to the States. The report of the National Commission on Status of Teachers (II) was made available to the Committee only on October 15, 1985. Later on, a number of other issues were referred to the Committee. It has been possible for the Committee to make in its recommendations on all these issues, except that of the revision of scales of pay of Librarians and Directors of Physical Education (referred to the Committee in October, 1985). Although considerable data have yet to be collected, the Committee would make a concerted effort to submit its report on Librarians and Directors of Physical Education by August, 1986.

The Committee has held 23 meetings (Appendix-I).

1.5 Procedure of Work

1.5.1 The initial deliberations related to interpretation of the terms of reference, identification of relevant background material and modus operandi of the Committee.

1.5.2 After preliminary discussions, the Committee decided to:

- 1) send questionnaires to various universities and colleges;

- ii) receive memoranda from teachers associations and Vice-Chancellors.

Questionnaires were designed for eliciting information relating to the terms of reference of the Committee from universities and colleges (Appendix II & III). Similarly, Vice-Chancellors of universities and associations of teachers in various States were requested to intimate their views. Eleven Vice-Chancellors and forty associations of teachers responded.

- 1.5.3 After considering these responses, the Committee at its meeting held on September 3, 1984 worked out a plan for visiting the State capitals. It constituted five sub-committees of its members for visiting the States. The sub-committees had discussions with Vice-Chancellors, representatives of teachers and Principals, concerned officials of the State governments and a few educationists. They had the opportunity to call on some Chancellors of State universities and Education Ministers. Issues discussed included qualifications of teachers, procedure of selection, opportunities for career advancement, accountability, service conditions, pay structures, dearness allowance, housing and medical facilities, loans for house building and various types of leave.

- 1.5.4 The discussions provided an opportunity to seek and furnish clarifications. Many of the associations also submitted written memoranda. These discussions also enabled the Committee to acquaint itself with the differences that exist between different States in recruitment procedures, service conditions and facilities available to teachers.

1.5.5 For various reasons, the visits to States could not be compressed within the time-span originally envisaged. The visits necessarily hinged on the convenience of universities and State Governments. The Schedule of visit is at Appendix-IV. Between visits of the sub-committees, the Committee met to consider the reports of the sub-committees.

1.5.6 Taking note of the decision of the Government of India on the recommendations of the University Grants Commission to make payment of Interim Relief to the teachers of the Central Universities, the Committee recommended to the U.G.C. that the benefit be extended to teachers of the State Universities/Colleges also. The details of these interim recommendations are given in Section 6.3.



मन्त्रमयः ज्ञानं

CHAPTER II

CHANGES IN PAY SCALES OF TEACHERS: A RESUME

2.1 Ever since Independence, service conditions and pay scales of teachers have been discussed by various Commissions and Committees of the Government of India and the U.G.C. With the establishment of the University Grants Commission and pursuant to its objective of "coordination and determination of standards", the pay and emoluments of teachers and uniformity of pay structure in universities/colleges received added emphasis, since these were perceived as important factors in the recruitment and retention of teachers of excellence.

2.2 University Education Commission (1948-49).

The University Education Commission, under the chairmanship of Dr. S. Radhakrishnan, had recommended that the multiplicity of scales of pay which then existed in the universities and colleges should be reduced to the minimum and that an attempt should be made to adopt national scales of pay for teachers in higher education.

The following scales of pay were recommended for the university and college teachers:

1) University Teachers

Professor	-	Rs. 900-50-1350
Reader	-	Rs. 600-30-900

Lecturer - Rs. 300-25-600
Instructor or Fellow- Rs. 250
Research Fellow - Rs. 250-25-500

2) Colleges with no post graduate classes

Lecturer - Rs. 200-15-320-20-400
Senior Posts - Rs. 400-25-600 (two in each college)
Principal - Rs. 600-40-800

3) Colleges with post graduate classes

Lecturer - Rs. 200-15-320-20-400-25-500
Senior Posts - Rs. 500-25-800 (two in each college)
Principals - Rs. 800-40-1000


The Commission also recommended that special professors may be appointed for a definite term not exceeding five years on Rs.1500/- p.m.

2.3 Education Commission 1964-66

2.3.1 The critical role of teachers in maintaining and improving the standard of higher education was recognised by the Education Commission (1964-66). Its report stated;

"Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.

Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective... It is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated enthusiastic and contented workers. This can be done to a very limited extent only, through appealing to motives such as love of children or of teaching, interest in academic work or research, idealism and desire for social service, which attract a small proportion of able young persons to the teaching profession. There can however, be no doubt that the provision of adequate remuneration, opportunities for professional advancement, and favourable conditions of service and work, are the major programmes which will help to initiate and maintain this 'feed back' process".

2.3.2 While recommending scales for university and college teachers, the Education Commission was guided by the following principles:  नमो भगवते वासुदेवाय

"At the university stage, the remuneration of teachers should be broadly comparable with that of the senior services of the Government so that a fair proportion of the top talent in the country is attracted to the profession of teaching and research. What is important here is that the salary of a Vice-Chancellor should be about the same as that of a

Secretary to the Union Government; the maximum salary of a University professor should be the same as the maximum in the senior scale of the IAS, and for outstanding professors higher salaries comparable to super-time scale of pay of the IAS should be available."

The scales recommended were as under:

Teachers in Affiliated Colleges*

Lecturer - Junior scale	300-25-600
Senior scale	400-35-640-40-800
Senior Lecturer/Reader	700-40-1100
Principal I	700-40-1100
II	800-50-1250
III	1000-50-1500

N.B. The proportion of lecturers in the senior scale to those in the junior scale should be progressively improved. By the end of the Fifth Plan, this proportion should be raised to about 75 per cent on an average.

Teachers in University Departments*

Lecturer	400-40-800-50-950
Reader	700-50-1250
Professor	1100-50-1300-60-1600

* Scales suggested by the Education Commission and scales implemented by the Government of India in the Fourth Plan period were the same.

N.B. (1) The proportion of junior to senior posts (i.e. Readers to Professors) is about 3:1 at present in the universities (the corresponding ratio for affiliated colleges is 5:1). It should gradually move in the direction of raising it to 2:1.

(2) One-third of the professors should be in the senior scale of exceptionally meritorious persons and in selected Centres of Advanced Studies.

Note:

(a) Compensatory cost of living allowance given in cities, house-rent allowance or other allowances are not included. These will be in addition to the salary recommended above and should be given on a basis of parity.

(b) The scales of pay are to be integrally related to the programmes of qualitative improvement of teachers through improved methods of selection, and improvement in general and professional education.

(c) The scales are to be given to all teachers- government, local authority or private.

2.3.3. The Education Commission also recommended that:

"All teachers' salaries should be reviewed every five years and the dearness allowance paid to teachers should be the same as that paid to Government servants with the same salary, so that the disparity in the salary scales of university and college teachers should be reduced."

2.4 Role of University Grants Commission

Since its very inception it has been the endeavour of the University Grants Commission to improve the scales of pay of teachers and bring about uniformity in the pay structure of teachers in all the universities and colleges as a step towards achieving its objective of maintenance of standards.

2.5 Revision of pay scales during Second Plan Period (1956-61)

2.5.1 University Teachers

In April, 1955 the University Grants Commission recommended the following minimum scales of pay for university teachers with effect from 1st April, 1956:

Professor	: Rs. 800-1200
Reader	: Rs. 500-800
Lecturer	: Rs. 250-500

The Central Government agreed to provide assistance to the extent of 80 per cent of the additional expenditure, the balance 20 per cent was to be met by the State Government.

College Teachers

In case of teachers in the affiliated colleges, the scales were revised as follows:

Principal	: Rs. 600-800
Heads of the Deptts.	: Rs. 400-700

Teachers, Class I : Rs. 300-500
Teachers, Class II : Rs. 200-400

The Commission also agreed to extend this scheme to Government Colleges.

2.5.2 While forwarding its recommendations to Government of India, the Commission proposed that the increased cost be shared equally between the Centre and the State Governments.

2.5.3 The Ministry of Education advised all the State Governments and the University Grants Commission that in view of the limited allocation of funds to the Ministry under the Second Five Year Plan, Government would not be able to undertake the responsibility of financing either wholly or in part, the cost of improvement of salary scales of teachers in the affiliated colleges.

However, the Commission agreed to provide funds to support revision of pay of teachers of private colleges. The expenditure was to be shared between UGC and the States on the basis of 75:25 in the case of women's colleges, and 50:50 in the case of men's colleges.

2.6 Revision of Pay Scales during Third Plan (1961-66)

(i) University Teachers

During the Third Plan the Commission agreed to help the universities in introducing the following scales of pay

on the same basis as in the Second Plan. The universities undertook to maintain the scales after the Commission's assistance ceased at the end of Third Plan:

Professor	:	Rs.1000-50-1500
Reader	:	Rs. 700-40-1100
Lecturer	:	Rs. 400-30-640-40-800
Instructors	:	Rs. 300-25-350

(ii) College Teachers

The Commission did not undertake any further revision of salaries for college teachers due to paucity of funds, but decided to extend the benefits of the revised scales to colleges which had not taken advantage of the scheme during the Second Plan Period. The teachers of Government Colleges were also covered.

2.7 Revision of pay scales during the Fourth Five Year Plan

2.7.1 The Government accepted the recommendations made by the UGC regarding revision of scales of pay for teachers and agreed to provide assistance from non-plan funds. The pay scales were made effective from 1st April, 1966.

2.7.2 A comparative statement showing pay scales for the second and third plans and revised scales implemented for the

Fourth Plan period is as under:

'A' - University Teachers

Category of Post	Scales of pay implemented during 2nd Plan Rs.	Scales of pay implemented during 3rd Plan Rs.	Scales of pay implemented during 4th Plan Rs.
Professor	800-1250	1000-50-1500	1100-50-1300-60-1600*
Reader	500-800	700-40-1100	700-50-1250
Lecturer	250-500	400-30-640-40-800	400-40-800-50-950
Instructor	-	300-25-350**	

Note: * 1. 1/3rd of the total number of Professors in a university may be appointed as Professors in the senior scale of Rs.1600-100-1800.

** 2. Instructors should be recruited only as an interim measure, if persons with requisite qualifications are not available for appointment as lecturers.

B. College Teachers**B-1 Post-graduate Colleges**

Category of post during 2nd & 3rd Plan	Scales of pay implemented during 2nd & 3rd plan period	Category of post proposed for the 4th Plan	Scales of pay implemented during the 4th plan period	Remarks
Principal	600-40-800	Principal	800-50-1250/ 1000-50-1500	
Head of Deptt.	400-25-700	Sr. Lecturer/ Reader	700-40-1100	Not to exceed 25 per cent of the total posts of Sr.Lecturers Readers & Lecturers
Sr. Lecturer/ Reader	300-25-600	Lecturer(Sr.Scale)	400-30-640- 40-800	
Lecturer	200-15-320- 25-500	Lecturer(Jr.Scale)	300-25-600	
Demonstrator/ Tutor	150-10-200 (Subsequently revised to Rs.150-350)	Demonstrator/Tutor	250-15-400	

Note : 1. No separate scale was laid down for Heads of the Departments.

2. The existing Heads of Departments, Sr. Lecturers & Readers were made eligible for appointment as Sr. Lecturers/Readers in the new set up, if they possessed the necessary qualifications and experience.

B-II Undergraduate Colleges

Principal	600-40-800	Principal	700-40-1100	
Head of Deptt.	400-25-700	Lecture(Sr. Scale)	400-30-640-40-800	Not to exceed 25 per cent of the total posts of Lecturer
Sr. Lecturer/	300-25-600	Lecturer(Jr.Scale)	300-25-600	
Lecturer	200-15-320- 25-500	Demonstrator/Tutor	250-15-400	
Demonstrator/	150-10-200			
Tutor	(Subsequently revised to Rs.150-350)			

Note : 1. No separate scale was laid down for Heads of the Departments.

2.7.3 Conditions laid down by the Government of India for providing assistance to implement revision of pay scales.

The Government of India agreed to provide 80 per cent of the additional expenditure involved in the revision of pay scales of university and college teachers. The Government expected, while extending assistance to colleges, to enable the States to adopt uniformly UGC scales of pay for all affiliated colleges, irrespective of Government or private colleges and the responsibility to bear the cost of this scheme should be borne by the State Government. An assurance in this respect was sought by the Ministry of Education from the State Governments.

2.8 Setting up of the Sen Committee

Following the Education Commission's recommendations and deliberations thereupon at the Vice-Chancellors Conference held in April, 1969, the U.G.C. appointed two Committees on the Governance of Universities and Colleges:

The Terms of Reference of the two Committees were as follows:

2.8.1 Committee on Governance of Universities.

(With Dr.P.B. Gajendragadkar, Vice-Chancellor, Bombay University as Chairman)

To consider the structure of universities, functions, responsibilities and powers of the statutory bodies, conditions of service of staff, student participation, and related matters.

2.8.2 Committee on Governance of Colleges:

(With Dr. P.T. Chandi, Vice-Chancellor, Gorakhpur University as Chairman)

Relationship of colleges with the universities, conditions of affiliation, procedure of selection and conditions of service of teachers, constitution and power of governing bodies, university representations, student participation and related matters.

Subsequently the committees were amalgamated into one. After the Committee had submitted part-I of its report on Governance of universities it was felt that conditions of

service, emoluments, responsibilities of university and college teachers would warrant urgent consideration. At this stage Prof.S.N.Sen took over the Chairmanship of the Committee. The Sen Committee took into consideration the recommendations of the Education Commission relating, among other things, to revision of pay scales after every five years, retirement benefits, promotional prospects, residential accommodation, conditions of work and service.

- 2.8.3 In the light of the recommendations made by the Sen Committee and the University Grants Commission, the Government of India, in 1974 determined the following scales of pay for the Universities and affiliated colleges:

Universities

Lecturer	: Rs. 700-40-1100-50-1600
Reader	: Rs.1200-50-1300-60-1900
Professor	: Rs.1500-60-1800-100-2000- 125/2-2500
Professor of Eminence	: Rs.3,000/- (fixed)

Affiliated Colleges (Post-graduate and Under-graduate)

Demonstrator/Tutor (existing incumbents)	: Rs.500-20-700-25-900
Lecturer	: Rs.700-40-1100-50-1300 Assessment-50-1600
Principal (i)	: Rs.1200-50-1300-60-1900
Principal (ii)	: Rs.1500-60-1800-100-2000- 125/2-2500

2.8.4 It was also decided by the Government of India that the academic staff in Indian Institutes of Technology and other autonomous organisations maintained by the Central Government who are at present in receipt of pay on the University Grants Commission scales, may also be entitled to revised pay scales.

2.8.5 The Government of India decided to give special assistance to the State Governments for adopting the revised scales in State Universities and colleges with effect from 1st January, 1973, i.e. the date from which the recommendations of the Third Central Pay Commission were being implemented. The assistance from the Centre was to cover 80 percent of the additional cost for posts in existence as on 1st January, 1973. This was subject to the State Government's assurance that at the end of the five year period, they would take over the entire responsibility for maintaining the revised pay scales. The State Govts. were to bear the entire balance of expenditure and were not to pass on the liability for any portion thereof to the universities or private colleges. The State Governments were required to take over the entire responsibility for maintaining the revised scales with effect from 1st April, 1979.

2.8.6 On the recommendation of 3rd Pay Commission the pay scales in the institutions of Scientific Research and Training such as CSIR, ICMR, BARC, ICAR etc., had also been revised. Statements showing pre-revised scales before 1973 and revised scales after 1974 for these institutions are at Appendix- V-VIII.

2.9 Recommendations Regarding Other Facilities:

The University Education Commission (1948-49) recommended the following facilities for the teachers:

2.9.1 Provident Fund and Residential Accommodation

The Commission recommended Provident Fund for teachers. Teachers were to contribute 8 per cent of their salary and an equal amount was to be contributed by the university. It also recommended residential accommodation on the campus.

2.9.2 Proper Recruitment

It was suggested that proper method of recruitment along with the merit criteria must be followed and favouritism in case of appointment of its own students by institutions should be avoided.

2.9.3 Proportion of Higher Posts

The chances of promotion to Reader and Professor were few because of the limited number of posts in the Universities. Hence, the Commission recommended that the proportion of Junior post (Lecturer and Instructor) to senior posts (Professor and Reader) be pitched at 2:1.

2.9.4 Age of Retirement

The Commission was of the view that the age of superannuation for teachers should be 60 years. But a Professor, provided he is in good health, should be allowed to serve till 64. No extension, however, should be for more than 2 years at a time.

2.9.5 Condition of service and leave

The Commission suggested a Tribunal to settle disputes between the university authorities and teachers. It was emphasised that provision should be made for casual leave, leave without pay and leave on quarter, half or full pay. In addition, it suggested that there be a provision for study leave for one year at a time, and for 3 years during total service.

2.9.6 Hours of work

It was suggested that working hours for teachers should be eighteen hours a week including tutorial classes. A teacher who was incharge of master's degree classes and had to guide research students, should have 12 to 15 periods a week. It was emphasised that lecturing is an important duty but to carry on research is equally important and to give advice and counsel and to participate in student activities are no less important.

2.10 Education Commission (1964-66)

The Education Commission recommended the following facilities to the teachers:

2.10.1 Retirement Benefits:

The retirement benefits given to employees of the Government of India should be extended automatically to teachers in the service of the State Government in the first instance and then to teachers working under local authorities and private management.

Retirement age for teachers in colleges and universities should be made 60 years with provision for extension upto 65 years. The triple benefit scheme should be more widely adopted for the university and college teachers. A higher rate of interest should be given to teachers for their provident fund account.

2.10.2 Promotion Prospects:

Adhoc temporary posts in a higher grade should be created for a Lecturer or Reader who had done outstanding work and who cannot be given promotion for non-availability of a suitable post. In departments doing post-graduate work, the number of posts at professional level should be determined on the basis of requirements. It should be open to a university in consultation with UGC, to offer remuneration even beyond the special scale.

2.10.3 Residential Accommodation:

Every effort should be made to increase residential accommodation for teachers in rural areas and State

subsidies should be made available for the purpose. A programme of building construction and grant of adequate house rent allowance should be adopted in all big cities. Cooperative housing schemes for teachers should be encouraged and loans on favourable terms should be made available for construction of houses.

In universities and colleges, the target should be to provide residential accommodation to about 50 per cent of teachers in universities and 20 per cent in affiliated colleges.

2.10.4 Civic Rights:

Teachers should be free to exercise all civic rights and should be eligible for public office at the local, district, state or national level. No legal restriction should be placed on their participation in elections, but when they do so, they should be expected to proceed on leave.

2.10.5 Additional Earnings:

At the University stage, the chief source of additional remuneration is part-time consultancy to Government or Industry, or remuneration from additional work, such as research carried out by the department, or fees for evaluation of examination scripts. Such additional earnings may be permitted, though care should be exercised to see that the concession is not abused, teaching & research are not adversely affected and that the interest of the department does not suffer.

2.10.6 Condition of work and service:

- The conditions of work in educational institutions should be such as to enable teachers to function at their highest level of efficiency.
- The minimum facilities required for efficient work should be provided in all educational institutions.
- Adequate facilities for professional advancement should be provided to all teachers.
- In fixing the hours of work, not only actual classroom teaching, but all other work a teacher has to do, should be taken into consideration.
- A scheme should be drawn up under which every teacher will get a concessional railway pass to any part of India once in five years on payment of a reasonable contribution related to his salary.
- New conduct and discipline rules suitable for the teaching profession should be framed for teachers in Government services.

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2.10.7 Women Teachers:

The employment of women teachers should be encouraged at all stages and in all sectors of education. Opportunities for part-time employment should be provided to them on a large scale.

2.11 Recommendations of the Sen Committee

The Sen Committee recommended following facilities:

2.11.1 Retirement Benefits:

The age of superannuation should be 60 years and thereafter no further extension in service should be given. If a university/college requires the services of a teacher after the age of superannuation, he should be appointed on a contract not exceeding five years.

The scheme of pension-cum-gratuity-cum-general provident fund and contributory provident fund-cum gratuity should be extended to all university and college employees uniformly.

2.11.2 Promotion Prospects and Merit Promotion:

A Lecturer/Reader who completes six years of service and claims that he has done outstanding work and fulfils the minimum qualifications laid down by the university for Reader/Professor, as the case may be, may offer himself for assessment by a duly constituted Selection Committee of the University.

Posts of Readers/Professors may be sanctioned in selected affiliated colleges, both undergraduate and postgraduate, on the basis of prescribed criteria.

2.11.3 Residential Accommodation:

Adequate housing facilities should be provided for teachers. Advantage may also be taken of loan schemes available for construction of houses.

2.11.4 Medical facilities

The possibility of extending the group medical insurance scheme to teachers may be explored.

2.11.5 The Sen Committee also made recommendation on the following points:

Security of service;

Period of probation;

Leave rules; and

Composition of selection committees for College teachers.

2.11.6 Code of conduct:

The Sen Committee considered the following lapses as constituting improper conduct on the part of a university/college teacher.

- "i) Failure to perform his academic duties such as preparation/lectures, demonstrations, assessment, guidance, invigilation, etc.
- ii) Gross partiality in assessment of students;

deliberately over-marking/under-marking or attempts at victimization on any grounds.

- iii) Inciting students against other students, colleagues or administration (This does not interfere with the right of a teacher to express his difference on principles in seminars or other places where students are present).
- iv) Raising questions of caste, creed, religion, race or sex in his relationship with his colleagues, and trying to use the above considerations for improvement of his prospects.
- v) Refusal to carry out the decisions by appropriate administrative and academic bodies and/or functionaries of the university. This will not inhibit his right to express his differences with their policies or decision."

2.11.7 Professors of Eminence:

The Committee recommended that eminent Professors in the country ought to be given scale of pay applicable to the Directors of National Laboratories. The University Grants Commission may involve a suitable and credible machinery for an All India selection of Professors of Eminence.

CHAPTER - III

STATUS OF IMPLEMENTATION OF SEN COMMITTEE'S RECOMMENDATIONS

3.1 The University Grants Commission received the report of the Sen Committee in April, 1973 which was recommended with some changes to the Government of India. The Government of India accepted and implemented it w.e.f. 1st January, 1973. The States which accepted the revised scales of pay and conditions attached thereto and the dates w.e.f. which they implemented these are indicated below:

1.	Andhra Pradesh	-	1.4.1973
2.	Assam	-	1.1.1973
3.	Bihar	-	1.3.1973
4.	Gujarat	-	1.3.1973
5.	Haryana	-	1.3.1973
6.	Himachal Pradesh	-	1.3.1973
* 7.	Jammu & Kashmir	-	1.1.1978
* 8.	Karnataka	-	1.4.1977
9.	Madhya Pradesh	-	1.4.1976
10.	Maharashtra	-	1.3.1973
11.	Manipur	-	1.3.1973
12.	Meghalaya	-	1.4.1975
13.	Nagaland	-	1.9.1976
14.	Orissa	-	1.1.1974
15.	Punjab	-	1.1.1973
16.	Rajasthan	-	1.1.1973
** 17.	Sikkim	-	
18.	Tamil Nadu	-	1.4.1976
19.	Tripura	-	1.1.1973
20.	Uttar Pradesh	-	1.1.1973
21.	West Bengal	-	1.1.1973

* For University teachers only.

** Sikkim has established a college in 1978 and adopted the revised scales.

3.2 Dearness Allowance:

As per the recommendations, the revised pay scales were inclusive of Dearness Allowance, Dearness pay and interim relief that were admissible to the teachers according to the approved rates as on December 31, 1972. They were however, to be entitled to such other allowances, as might be sanctioned by the Government of India from time to time for corresponding posts in the Central Government.

There are variations from State to State in the rates of dearness allowance provided to the teachers.

3.3 Fixation of pay:

The Committee suggested that the fixation of pay in the revised scales would be according to the formula recommended by the Third Central Pay Commission.

The States which accepted the revised pay scales followed the fixation formula recommended by the Third Pay Commission.

3.4 Recruitment of Teachers:

The Committee suggested that the recruitment of all categories of teachers, in the universities should be made strictly on merit and by All India advertisement and selection.

The University Grants Commission communicated the guidelines for recruitment and minimum qualifications.

These have since been notified in the form of Regulations framed by the U.G.C. under section 26 (e) of the Act.

3.5 Period of Probation:

The Committee suggested that the period of probation of a teacher should in no case be more than 24 months.

This is generally followed and suitable provisions have been made in the university statutes/ordinances.

3.6 Age of Superannuation:

The Committee recommended that the age of superannuation for teachers as well as for principals, should be 60 years and thereafter no further extension in service should be given.

This is generally followed in the universities and colleges. However, in case of Government colleges the age of superannuation is generally lower than 60 years and at par with that of State Government employees. Subsequently, a provision for giving re-employment after superannuation upto the age of 65 years was introduced in a few universities.

3.7 Work-Load :

The Committee recommended that the work-load of university and college teachers should be the same and should not be less than 40 hours a week.

The University Grants Commission communicated to the

universities the above recommendations of Sen Committee, but left it to the universities to indicate the number of periods etc. per week a teacher was expected to take. It was further to be ensured by the universities that the teacher was present and was available to students at least for 20 hours a week on the official premises of the university/college and further no teacher was expected to do more than 3 hours of lecturing in a day. The universities were expected to frame detailed rules in this regard.

3.8 Code of Conduct :

The Committee suggested that the universities should draw up a code of conduct for teachers.

The Commission laid down guidelines for the code of conduct and professional ethics for teachers and these were circulated to universities.

3.9 Faculty Improvement Programme:

The Committee had come to the conclusion that just a Master's degree would not be enough for the selection of a lecturer and there should be teaching/research/advance study qualifications beyond M.A./M.Sc. The improvement in salary scales should also be linked with improvement of qualifications. The Committee recommended that a major programme for providing training to teachers possessing only a Master's degree should be undertaken by the University Grants Commission.

The Commission accordingly conveyed to universities

guidelines regarding minimum qualification for recruitment of teachers. It also introduced a Faculty Improvement Programme during the Fifth Plan Period. Under this programme, assistance was provided to college teachers to acquire M.Phil. or Ph.D. degree. This scheme was continued in the Sixth Plan Period with greater emphasis and enhanced assistance.

3.10 Assessment Scheme :

The Committee suggested that a Lecturer/Reader who had completed six years of service and claimed that he had done outstanding work and fulfilled the minimum prescribed qualifications for Reader/Professor, could offer himself for assessment by a duly constituted Selection Committee of the university.

The recommendation was, however not accepted. In November, 1982, University Grants Commission introduced a Merit Promotion Scheme with the intention of recognising out-standing work done by teachers and for providing reasonable opportunities for professional advancement.

3.11 Evaluation of Teachers :

The Committee suggested that the University Grants Commission may evolve a suitable procedure for the proper evaluation of a teacher.

No uniform procedure of evaluation could be evolved and

each university/college is following, if at all, its own evaluation procedure.

3.12 Provident Fund:

The Committee suggested that the scheme of Pension-cum-Gratuity-cum-General Provident Fund and Contributory Provident Fund-cum-Gratuity introduced in the central universities, may be extended to other universities and colleges.

The scheme was circulated to the State Governments and universities for adoption.

3.13 Medical Facilities :

The Committee suggested that the possibility of extending the Group Medical Insurance scheme to the teachers may be explored by the University Grants Commission.

This was left to the individual universities to decide.

3.14 Leave Rules :

The Committee recommended a set of model leave rules. It included study leave, sabbatical leave, casual leave, special casual leave, duty leave, earned leave, half pay leave, commuted leave, extra-ordinary leave, leave on medical grounds, etc.

These rules were circulated to the universities.

3.15 Housing Facilities:

The Committee recommended that adequate housing facilities should be provided to teachers. Advantage may also be taken of the existing loan scheme for construction of houses.

The recommendations were circulated to the universities.



CHAPTER - IV

ACCOUNTABILITY, CAREER/PROFESSIONAL DEVELOPMENT AND EVALUATION OF TEACHERS

4.1 ACCOUNTABILITY

- 4.1.1 It is a universally acknowledged view that in order to attain excellence in the spheres of teaching, research, creativity and extension work, an environment of autonomy and freedom is essential for the universities. Practice, in our country, however, reveals gaps which ought to be bridged. Autonomy, with accompanying responsibility, should extend in full measure to the teachers. In their research pursuits, they should have complete freedom and in the formulation of curricula, their active participation should be ensured. A university, by definition, should be a springboard for intellectual adventure not to be fettered by unnecessary restrictions. The country looks to universities for providing adequate quality of manpower and also for research relating to national development. Ideally, teachers should be free to formulate and teach their courses within the framework of the general curriculum and to evaluate their students. Co-existing with this, there ought to be a provision for the evaluation of performance of teachers both in teaching and research. This should facilitate, on the one hand a proper appreciation of good work of the teachers and, on the other, timely remedial action to safeguard the right of students to adequate quality of teaching.

4.1.2 Although the current concept of autonomy of the University in our country is derived from the British system of higher education, there appears to be adequate evidence indicating that the spirit of 'autonomy' of institutions of higher learning was well established in our older universities also. However, with the rapid expansion of education since Independence, doubts have been raised as to whether the teaching community, in general, is maintaining the high standard of responsibility commensurate with autonomy. In fact, there are, occasionally painful signals that some of our teachers are not making a responsible use of the freedom and autonomy afforded to them. Their number is not alarmingly large yet, but there is no room for complacency either. The trend has got to be arrested.

4.1.3 University teachers are generally not required to record their presence in any formal manner and an average work-load of approximately 15 hours of formal teaching per week is expected from them. The assumption is that besides their regular teaching duties, they should be devoting their working hours (say on an average, a total of 8 hours per day comparable to other sections of the society) to such work as preparation for the teaching assignments, writing papers, making research contributions to advancement of knowledge and participation in extension work. The majority of teachers do put in the requisite effort, but a percentage of the community (there are fears that this percentage is increasing) take their work very lightly and make their appearance in the University or College only during the periods of formal teaching which they embark upon without enough preparation. Instances have been reported about some

teachers absenting themselves, for no justifiable reasons, from their lectures, with or without casual leave, in total disregard of its adverse effect on students' studies and outlook. Any regulatory efforts on the part of authorities, however well-meaning, are often interpreted as an onslaught on the autonomy and freedom of the teachers. In fact, autonomy flows from and is sustained by conscientious performance of duty. No University administration should connive at this kind of irresponsible behaviour, for that would mean gross incompetence, even, abdication of authority.

Under the circumstances, informed and concerned circles are strongly of the view that adequate ways and means be evolved for professional and career development of teachers along with a systematic evaluation of their performance. The system of continuous evaluation will have several advantages; e.g., since teachers themselves would be involved in the process of evaluation, it will have a pronounced self-regulatory and self-reformative effect. Further, the total system will thus be protected from acquiring a bad reputation for fault of a few.

4.2 PROFESSIONAL DEVELOPMENT व्यवसायिक विकास

The Committee is of the view that at present, our academic system seems to be unfair to the teachers in so far as it does not have a proper and comprehensive provision for their professional development. It is imperative to create opportunities for career and professional

development of the teachers and provide incentives for good work. The following steps are suggested to attain this:-

4.2.1 Orientation Programmes for New Teachers:

In view of the small annual intake of new faculty earlier, pedagogical/professional training was not considered essential or feasible for the teachers at the tertiary level; they were expected to get trained on the job under the supervision of their senior colleagues. However, with the rapid increase in numbers and unplanned growth of colleges in far-flung places and also in view of fast developments in educational technology, a programme of orientation courses for the new entrants to the profession appears to be highly desirable. These courses (3-4 weeks' duration) should be specifically designed for the new entrants before or soon after they start teaching. The main emphasis should be on developing methodologies of teaching in the concerned subject.

A systematic provision should be made for evaluation of teachers in the orientation/refresher courses during the probationary period and a teacher should be confirmed only on satisfactory performance in these.

4.2.2 Refresher Courses for Teachers in general

Further, the extremely fast growth of knowledge in almost all disciplines has necessitated arrangements for

refresher courses of longer duration (about five weeks). These should be so scheduled that every teacher is exposed to at least one course in a number of (say 5) years. These refresher courses should focus upon two main facets:

- (i) exposure to newer materials, and
- (ii) better ways of disseminating the existing and new knowledge.

A system should be evolved for mutual evaluation of the participants and resource personnel in the refresher programmes. Incentives like additional grants for preparation of teaching material and research could be provided for consistently excellent performance. The performance at these programmes should be considered at the time of promotion.

The organisation of orientation/refresher programmes on the vast scale envisaged by the Committee must receive a very high priority by the U.G.C. in view of their crucial importance for raising and monitoring the standards of teaching.

4.2.3 The Indira Gandhi National Open University should be requested to provide for a variety of courses, in as many disciplines as possible, to encourage continuous self-learning process amongst teachers. To enable the teachers to take advantage of such courses, the registration fees and other required in-puts should be provided to them.

4.2.4 Participation of teachers in seminars, symposia and conferences should be encouraged and facilitated.

4.2.5 Adequate facilities should be provided to teachers (giving preference to younger faculty) for study leave with pay and/or teacher fellowships etc., to enable them to pursue M.Phil/Ph.D. programmes, which should be strengthened and restructured so that these provide useful inputs in improving their capabilities as teachers.

4.3 EVALUATION OF TEACHERS:

4.3.1 The need for developing a satisfactory system of evaluation of teachers was strongly voiced by teachers and organisations representing teachers, Vice-Chancellors, Principals and Heads of Departments who met the Committee in State capitals. This was forcefully endorsed by highly experienced educationists and eminent persons interested in higher education.

4.3.2 The system of evaluation will help the career development of teachers by securing feed-back for self-improvement as well as help to create a spirit of healthy competition and emulation. Moreover, in the process selections and appointments at various levels will acquire greater objectivity and credibility.

4.3.3 A number of modes of performance evaluation of teachers have been suggested, viz:

- (i) Evaluation by Students;
- (ii) Self-appraisal by teachers;
- (iii) Evaluation by seniors in the institution and peers in the discipline.

It would be appropriate to make a brief critical examination of the pros and cons of the different modes before making any final recommendation on this important and intricate issue.

(1) Evaluation of Teachers by Students/Ex-Students:

It is generally believed that the students are the best evaluators of the performance of teachers. While a formal system of evaluation of teachers by student does not generally exist in our universities and colleges, it is a fact of life that the students form their own opinion about the quality of teaching and often the general reputation that a teacher enjoys is based on the cumulative impression which he has been able to leave on the minds of successive batches of his students.

Formal systems of appraisal of teachers by students in U.S.A. have been in operation in institutions of higher learning over a fairly long time. There the students are more demanding, presumably in view of the fact that a high percentage of them have to raise their own resources for fees etc. and they are also more mature. In some cases, this appraisal forms a component in decisions, such as granting tenure to the younger teachers. Teachers have generally found the remarks by their students to be of great value in their self-appraisal and for continuous improvement in their teaching technique.

In our country, factors such as the large number of students, particularly at the under-graduate level, lack of maturity on their part, and the danger of their being influenced and exploited, would require that a reliable

and credible system of evaluation by students of teachers' performance should be worked out carefully and meticulously and introduced gradually and selectively. As regards evaluation of curricula, teaching material and other related matters, it could safely be done even by undergraduate students at the final stages of their undergraduate studies. This evaluation is likely to be a valuable input for their continuous improvement. Efforts could also be made to introduce some system so that while integrating the reactions of students, the opinions of academically more mature and motivated students receive a higher weightage. It is imperative that a proper method is evolved for eliciting on a continuing basis the reactions of students for the constant benefit of teachers.

Evaluation by students has been attempted successfully in a number of institutions including the I.I.Ts. The Committee would recommend not only their continuance, but further improvements as well as gradual extension to other (even larger) institutions, keeping the relevant factors (some of which have been mentioned above) in mind. Later on, as their credibility and reliability get established, they should be strengthened and extended.

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(11) Self-Appraisal by the Teachers:

In the opinion of the Committee, the self-appraisal of their performance by teachers should be given a high priority and introduced immediately in all institutions of higher learning. This exercise will provide the individual teachers a valuable opportunity of detailed

introspection, self-correction and self-improvement.

Every teacher may, therefore, be requested to submit a periodical self-assessment report on all the facets of his work such as teaching, research and extra-curricular activities. The self-assessment report should include factual information about the total work-load; average number of hours spent by the teacher per day in the institution; the number of periods for which he conducted actual teaching/practicals/tutorials; the number of days for which leave of any kind was availed of (stating reasons for leave other than casual). The report should also bring out (a) the improvements introduced in teaching/ research including any teaching material/aids to teaching prepared; (b) a list of his publications/research on any facets of teaching/popular articles/text books, etc.; (c) participation in lectures/symposia/conferences at the national/ international level, and Orientation/Refresher programmes;(d) any recognition/prize/award received; (e) contribution to extra-curricular activities (related to welfare/personality development of student sports, NCC,NSS, debates, dramatics, hobby clubs, etc.); (f) contributions to the management of the department/institution e.g., as Dean of Student Welfare, Proctor, Warden etc., and (g) contribution to improvement in the overall environment. An important component of these self-assessment reports should be suggestions for improvements in teaching/research and other facets of the institutional life. In addition to verification of factual data, a credible methodology should be developed to facilitate qualitative assessment of these self-appraisal reports by superiors in the institutions and peers in the discipline.

Salient features of these individual reports should be reflected in the annual report of the department and included, wherever appropriate, in the annual report of the institution.

An illustrative annual appraisal report form is appended (Appendix-IX). Every institution should try to develop and adopt a detailed proforma and a well spelt out system incorporating the above points with additional inputs suited to its own conditions. It should at the same time try to improve the system continuously in the light of the experience gained. At the time of introduction of the system, every teacher should prepare an account of his achievements in previous years (Appendix-X).

iii) Evaluation by Seniors in the institutions and peers in the discipline:-

Qualitative assessment of every teacher by his seniors has been suggested above. The Committee is aware of the objection that in view of the non-transferable nature of the job, the prejudices for or against a teacher could year after year be reflected in the evaluation. It seems to us that it should not be difficult to evolve a process leading to an objective evaluation. Individual bias could be neutralised by having a committee of three members, on which one member may be replaced every year.

In addition, the evaluation of the teacher in the orientation, refresher or other courses should provide valuable supplementary information about the quality of

his teaching and command over his subject.

A process should be evolved for review by peers in the discipline, of teaching material prepared by the teacher and his publications whether of a popular character or relating to research or improved methods of teaching.

- iv) It would be pertinent to record that while recommending similar steps for self-assessment to teachers, the National Commission on Teachers-II has remarked:

"There is a widely held feeling particularly among college teachers that the research function performed by teachers is given disproportionately high weightage in the context of vertical mobility and that other functions - particularly that of teaching - are under valued. There is some basis for this grievance. Remedial action is called for in this regard so that career development may reflect and get linked with all-round achievement of teachers. The following steps would have to be taken to achieve this objective:

- i) Advance planning of work for the semester/year:
Every teacher may be requested to prepare a semester-wise/annual plan of his academic work and submit it to the Head of the department/institution before the semester/year commences. It should include an LTP plan in terms of each working day, and may be circulated among the students as well.
- ii) Maintenance of record of the all-sided

contribution of teachers : This can be done most effectively by the teacher himself. It is suggested that every teacher should maintain a register in which he records his activities for each working day. This is particularly important for the teaching function.

iii) Monitoring : It is the responsibility and duty of the head of the department/college to monitor progress of work in terms of the time frame provided by the semester/annual plan. Special attention needs to be given to the engagement of classes. Procedures relating to the maintenance of attendance registers need to be strictly observed. It is suggested that registers may be submitted to the Principal's office, preferably at the end of every day, but certainly on every Saturday, and information contained therein may be made use of to remove lacunae and inadequacies during the next week itself.

iv) Assessment : The contribution of every teacher in terms of all the functions should be assessed at the end of each year. The process should commence with self-assessment by the teacher....."

4.4 Work Load

The Committee endorses the view taken by the UGC in the regulations formulated by it regarding working days and work load of the teachers. The Committee, would like to stress that teachers should spend a certain amount of time

every day in the department/college whether or not they have direct teaching duties on certain days. This is to ensure that they are available to students for consultations and discussions. However, if academic necessities so require, suitable adjustment may be made with the prior permission of the Head of the Department/Institution.

4.5 CONCLUSION

4.5.1 It is evident from the preceding discussions that a system of continuous appraisal of performance should assist the teacher in improving his teaching capabilities through:-

- a) feed-back from his students;
- b) introspection that will go into periodic self-appraisal reports; and
- c) correction stemming from the opinions of his seniors.

4.5.2 The new system will, no doubt, have its critics, but a step in the right direction must not be deferred on that account. The advantages of the system are obvious. It is a tool for self assessment and self improvement. It brings in a process of systematic analysis where personal impression had so far prevailed. It introduces objectivity and checkmates any bias. It will thus provide not only an incentive for continuous dedicated work, but also generate confidence in the process of selection for promotion and other benefits. It should cut effectively across the cynicism and frustration which pervade many a campuses.

4.5.3 While emphasizing the need for implementation of evaluation procedures, the Committee would like to stress that each institution should evolve a system with the above and additional parameters (if any) answering to its requirements, and implement it in right earnest. A well-defined system of continuous evaluation of the performance of teachers will have to rely heavily on tabulation of information (preferably computerised) received from different streams. This will add up to sharply defined profiles of teachers. These will come handy when selections are made for promotion and other benefits. This information could also be made available to other selected institutions. The data could provide useful information for different types of analyses such as:

- (i) monitoring of curricula;
- (ii) trends of research pursuits;
- (iii) support for various types of programmes available;
- (iv) directions in which further inputs could improve;
 - (a) the performance of teachers;
 - (b) the performance in different disciplines;
 - (c) the performance of individual departments/colleges/institutions; and
- (v) steps for improvement of co - and extra - curricular activities.

CHAPTER V

CONDITIONS OF SERVICE

5.1 The Committee is conscious of the expectations of students, parents, employers and society at large from the teaching community. The National Commission on Teachers-II has also given emphasis upon the responsibilities of teachers with regard to future of the nation. Equally, however, they have emphasised that teachers should "gain a place of honour" and be given adequate salaries. People come into jobs with certain ideas about what ought to be expected of them and what they can and ought to contribute. While conflicts can be resolved by procedures for negotiations and consultations, they will be minimised if care is taken initially to spell out the conditions of service. Well defined conditions of service will prevent both teachers and employers from having unrealistic expectations.

The report deals elsewhere with pay scales, avenues of promotion and the general career profile. Other conditions of service are discussed in this chapter.

5.2 Form of Contract:

At the time of recruitment, every teacher appointed on permanent or contract basis should be required to sign a contract to be lodged with the Registrar/Principal- with a copy to the teacher concerned. Universities should draw up forms of contract designed to reflect their particular needs and those of their affiliated colleges.

Some of the points to be covered are as follows:-

- (i) the period of appointment;
- (ii) the period of probation and mode of confirmation;
- (iii) pay scale and allowances;
- (iv) rules for lien or deputation;
- (v) leave facilities;
- (vi) age of superannuation and superannuation benefits;
- (vii) resignation, termination of service, retirement; and
- (viii) disciplinary procedure.

Since these will necessarily be the same for all teachers, the contract may also state that the service rules as framed from time to time will apply, but it is essential for the protection of teachers that these rules be made a part of the university statutes/ordinances.

5.3 Mobility:

The Committee considered in some detail the question of mobility of teachers across the educational system. It noted in this context that the National Commission on Teachers II had recommended that at least 25 per cent of appointments of teachers should be from among people outside the State and also that the appointment of Readers and Professors should be by open selection. Both these recommendations can be implemented only if there is a fair amount of mobility. One of the main hindrances to mobility is that at present, except in the case of a few institutions, a teacher who leaves one university or college to join another, has to sacrifice his right to gratuity and/or pension, though he may be able to adjust his Contributory Provident Fund. The Committee is in

agreement with the National Commission on Teachers -II in recommending that a scheme be worked out so that the period of service of a teacher in several institutions be added together for the purpose of superannuation benefits. In this regard, the method adopted by the Central Universities may be studied & conditions of lien and deputation should be similarly worked out. Another factor militating against mobility is the non-availability of housing for new faculty members coming from outside. The National Commission on Teachers II has recommended that 20 per cent of new faculty housing be set aside for them. The Committee is in full agreement with this recommendation.

5.4 Housing Facilities and House Rent Allowance:

- 5.4.1 Lack of housing and medical facilities is a longstanding grievance of teachers. It is regretted that the acute inadequacy in housing persists inspite of the recommendations made by the Education Commission in 1966 and the Sen Committee in 1974.
- 5.4.2 While it may not be feasible to provide housing to all teachers in near future, a concerted effort is required to find resources to satisfy at least 25 percent of the requirements in the present Plan Period, the rest should be provided in future. The Committee considers that there is scope for more innovative financing especially where land is available to the universities.
- 5.4.3 In the preceding plan, the UGC provided assistance to a greater extent than before to the universities and colleges for construction of houses. This, however, is not considered adequate. The Committee recommends that

the UGC and the State Governments should provide adequate resources for the construction of houses. It further recommends that a certain percentage of the total allocation in the seventh plan for higher education be earmarked for housing.

5.4.4 The Central Government may also consider creating a fund, say of the order of Rs.250 to Rs.300 crores out of which loans be given to the institutions at a nominal rate of interest for construction of houses. Similarly, the universities could also utilise the funds available in the Provident Fund account of the institutions for construction of houses. Details of these schemes could be worked out by the UGC.

5.4.5 Provision exists in a number of universities and colleges in the country for house rent allowance to teachers. However, on the basis of a sample survey, the National Commission on Teachers - II has concluded that approximately two-fifth of the college teachers and one-fifth of the university teachers do not yet receive the benefit of any house rent allowance. The Commission has also pointed out that the current rates of house rent allowance are utterly inadequate.

The Committee recommends that these rates be reviewed and scaled up so that the teachers in different cities are able to rent suitable accommodation without being required to contribute at a rate higher than 10 per cent of their salaries.

5.5 Medical Facilities:

5.5.1 In the provision of medical facilities, the Committee considered a number of models, viz. (i) full reimbursement of actuals, (ii) access to Government medical facilities like Contributory Health Scheme, (iii) group insurance and (iv) fixed allowance. It found the existing allowance notional rather than functional, since the real problem arises in the case of major illness, including treatment and hospitalisation of dependants. It may be noted that the National Commission on Teachers II recommended payment of the sum of Rs.50 p.m. for minor ailments and full cost for major and/or chronic diseases.

5.5.2 The Committee had discussions with the representatives of the National Insurance Company Ltd. It has also explored the possibility of medical insurance under the schemes of nationalised General Insurance Companies.

A tentative scheme (Appendix XI) suggested by them indicates that an annual premium of Rs.800 to Rs.1000 would take care of a family of four and include maternity benefits so that the cost of full medical coverage could be covered. The Committee welcomes the exemption proposed to be granted for medical premia in the current budget. A degree of flexibility could be introduced in the coverage by requiring the teachers to contribute a matching part of the premium, depending on the amount of coverage. The teacher himself is probably the best judge of what he needs and can afford. Such a scheme would have two advantages; firstly, a universal coverage of all the teachers would lower the actuarial risk and therefore the quantum of premium; secondly, any dispute over claims

would be handled by the Insurance Company and not by institutions which have no suitable infrastructure for the same.

5.6 Leave Rules:

In the matter of leave rules, the Committee suggests that the types of leave at present available in the Central Universities should also be available to other universities and colleges. Kinds of leave rules recommended by Sen Committee are appended at Appendix XII.

5.7 Vacations

The Committee is of the view that teachers should utilise their vacations to update their knowledge, participate in curricular, extra curricular, extra mural or extension activities and, work for the university/college if needed.

5.8 Civic Rights:

The Committee endorsed the recommendations of Education Commission in this regard.

"Teachers should be free to exercise all civil rights and should be eligible for public office at the local, district, state or national level. No legal restriction should be placed on their participation in elections, but when they do so, they should be expected to proceed on leave."

The Committee however, recommends that such leave should be without pay protecting his service benefits and

increments so that when he returns to the institution his interests do not suffer.

5.9 Age of Superannuation

5.9.1 The Sen Committee had recommended that the age of superannuation for teachers should be 60 years and thereafter no further extension of service should be given. It had, however, suggested that if the services of a distinguished teacher were required, he should be appointed on contract after superannuation. The University Grants Commission later agreed that though the age of retirement may continue to be 60 years, distinguished teachers could be re-employed after superannuation for a period not exceeding five years.

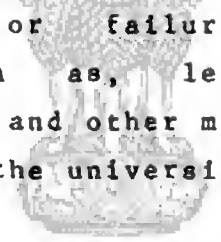
5.9.2 The Committee recommends that the age of superannuation of the teachers may continue to be 60 years. However, if on the recommendations of the Fourth Pay Commission, the Central Government agrees to increase the age of retirement of its employees beyond 58 years, the age of retirement of teachers should be correspondingly increased beyond 60 years. This recommendation is being made particularly in view of the fact that a great deal of time, effort and material resources will henceforth be invested in the professional development of teachers.

5.9.3 The Committee is conscious that it may be necessary, in special circumstances, to have the benefit of the services of distinguished teachers even after superannuation. In such cases, the Committee recommends that the universities/colleges may appoint such persons on contract basis after superannuation. For this

purpose, supernumerary positions may be created in the universities. These positions would, however, be personal to the persons so appointed.

5.10 Code of Conduct

5.10.1 The Sen Committee addressed itself to the importance of a code of conduct for teachers. There is no evidence to suggest that even a substantial minority of teachers behave in an undesirable manner. Such behaviour is exceptional, and it is not the intention of the Committee to stress either misconduct or penalties. In fact, some of the teachers themselves have suggested that these should be stated for their own protection and credibility. The Committee indicates below a few types of misconduct which may attract disciplinary actions; these are broadly on the same lines as those recommended by the National Commission on Teachers - II:

- 
- (i) Negligence or failure to perform academic duties such as, lectures, demonstrations, invigilation and other matters connected with the teaching in the university/ college.
 - (ii) Furnishing false information regarding age, qualifications, including percentage of marks, and previous employment at the time of joining university/college or during the course of employment.
 - (iii) Violation of the canons of intellectual honesty, such as misappropriation of writings, research and findings of others.

- (iv) Taking or giving bribes or illegal gratification to procure any benefit for himself or to give any benefit to any student or employee of the university/college.
- (v) Commission of any act which amounts to an offence involving moral turpitude.
- (vi) Theft, fraud or damage in relation to any property of the university/college.
- (vii) Tampering with official records.
- (viii) Absence without leave or overstaying sanctioned leave.
- (ix) Discrimination against any student on the grounds of caste, creed, sex, religion or parochialism.
- (x) Collection of money in the name of the university/college without permission of the competent authority.
- (xi) Unauthorised occupation or subletting of university/college quarters.
- (xii) Engagement, directly or indirectly, in any trade or business/tuition or any other employment without the permission of the university/college.

(xiii) Drunkenness, disorderly or indecent behaviour in the premises of the university/college or outside such premises where such behaviour is related to or connected with the employment.

(xiv) Disobedience of any lawful order of the competent authorities.

5.10.2 It is unfortunate that the only penalty envisaged at present by most universities for any type of lapse appears to be dismissal. Obviously, there are quite a few actions, which, while undesirable, do not justify dismissal. In the present circumstances, they are apt to go unpunished or be punished with undue harshness. In any case, suspension cannot be used as punishment. Therefore, the Committee recommends that minor penalties such as (i) warning or censure, (ii) withholding of increments and (iii) deduction from salary, be incorporated in the Rules as suitable punishment for certain types of misconduct. For serious misconduct, major penalties, such as, (a) dismissal; (b) termination of service and (c) reduction in rank, should be laid down by the university/college. It is important to ensure that penalties are specifically indicated for separate kinds of misconduct and an adequate machinery provided to give the teacher an opportunity to place his point of view in relation both to the charges framed and the major penalty, if any, proposed to be imposed.

5.10.3 In this context, the Committee also considered what should be the content of a code of professional ethics for teachers. It noted with satisfaction that teachers' associations have been concerned on this point. The 'code of conduct' suggested by AIFUCTO is at Appendix-XIII. Obviously, a code of professional ethics will cover an altogether wider context and the teaching community as a whole will have to take the responsibility of enforcing it.



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CHAPTER - VI

PROPOSED REVISION OF PAY SCALES AND THEIR RATIONALE

6.1 REVISION OF PAY SCALES: Need

6.1.1 The last revision of pay scales for university and college teachers had taken place in 1973. Meanwhile, the cost of living has escalated sharply and the pattern of emoluments and compensations in other sectors of employment has undergone considerable change, rendering the teaching profession relatively less attractive. In actual practice, the teachers of universities and colleges in most of the States do not get the benefit of dearness and other allowances which are made available from time to time to the teachers of the Central Universities after the introduction of revised scales. This makes the position even worse for a vast majority of teachers.

6.1.2 The National Commission on Teachers -II in its report based on certain studies about relative preference to teaching profession, amongst ten other professions, came to the following conclusion:-

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"Class I Civil Service, Medicine and Engineering, in that order, received the first two choices by almost all of the college and university students. University teaching was chosen by a fifth of students hailing from the universities and only by about 12 percent of college students. It may also be noted that one-fourth of college students and one-fifth of university students give university teaching as their last two

choices; a high percentage of both have ranked college teaching the lowest.

This vividly shows that the teaching profession has lost its attraction for the brightest and the best of our youth and the time has come to reverse this trend."

6.1.3 The Committee considered the views of various sections of the teaching profession and teachers associations. It also discussed the issues with teachers representatives, Chancellors, Vice-Chancellors, Educationists and State Government officials. The following points emerged during discussions:-

- (i) The pay scales of teachers should be such that the best talent available may be attracted and retained in the profession. There should be parity with the pay scales of Indian Administrative Service or at least with the organised Central Service Group 'A'. The revised pay scales should ensure complete neutralisation of the rise in the cost of living index upto the date of revision.
- (ii) Dearness and other allowances should be paid at the same rates as prevalent in the Central Universities.
- (iii) While the basic pay scales are almost identical in all the universities and colleges, there is a wide disparity even in the basic pay scales implemented in colleges of different States.

- (iv) Fixation of pay in the revised scale should be on point to point basis. Alternatively, due weightage should be given to the number of years of service rendered in a grade for fixation of pay in the revised scale.
- (v) Recruitment of teachers should be strictly on the basis of merit and even in promotion schemes, merit should receive due consideration.
- (vi) The benefit of interim relief sanctioned for Central Universities should be made available to teachers of all the universities and colleges.
- (vii) The Central Government should meet the additional expenditure on revision of scales of pay of teachers on 100 per cent basis for five years so that all the State Governments implement these scales uniformly from the stipulated date.
- (viii) While; by and large, Associations of Teachers suggested uniformity of scales of pay for university and college teachers, a section of university teachers felt that in view of the higher qualifications required at the point of entry in the universities, the teachers in the university departments should be given higher pay scales.

6.2 Rationale of the Present Proposals

6.2.1 The course that the revision of pay scales of teachers

has taken over the last three decades has been summarised in Chapters II and III. It may be recalled that the first major step was taken at the beginning of the IV plan when the pay scales of university appointed teachers were brought at par with the pay scales of the Central Services. The second significant step extended this concept to college teachers. The foundation of the principle of parity in scales of pay between university and college teachers was thus firmly and squarely laid. It may be noted that the revised scales introduced with effect from 1.1.1973 were intended not merely to offset the rise in the cost of living, but these were a distinct improvement upon the corresponding scales accepted by the Government on the recommendation of the Third Pay Commission. The basic philosophy behind this revision of scales of pay of teachers was to give them an appropriate status in society and to attract better qualified persons to the profession and to raise the standards of education.

6.2.2 Commenting on the need for improved qualifications of teachers, the Sen Committee had observed:

"We feel that just a master's degree will not be enough for the selection of a lecturer. There should be teaching/research/advanced study qualifications beyond the M.A./M.Sc. Standards cannot improve, if the teachers are not well-qualified. The improvement of salary scales should, therefore, be linked with the improvement of qualifications. Education for 16-17 years should no longer be enough for the selection of a teacher in a college/university. It should include at least a couple of years more of

advanced study/teaching/research. The minimum qualification for appointment in the universities should be something comparable to advanced courses after the postgraduate degree to be found in developed countries. It is not only a radical and crucial but a worthwhile reform. A major programme for providing such training will have to be undertaken by the University Grants Commission in cooperation with the universities at suitable centres, and it should be immediately initiated and actively supported by the University Grants Commission. The programme could form the basis of an M.Phil. or M. Litt. degree or be a part of the Ph.D. or Pre-Ph.D. programme. Institutional facilities will have to be provided for this purpose."

6.2.3 The Review Committee on the UGC (1977) made the following observations regarding the minimum qualifications of teachers:

"However, in the course of our interviews, we found that a considerable body of the academic opinion including some able academicians - did not favour prescribing a Ph.D. degree as a necessary qualification for recruitment of lecturers in all disciplines. They expressed the fear that such a stipulation would tend to dilute the already suspect standard of Ph.D., as there would be a race for securing a research degree. They also pointed out that a good teacher who is dedicated to his profession, keeps abreast of latest developments in his discipline through continuous study, possesses the skill of communication and can impart good

instruction as well as inspire self-study among his students or has other qualities valuable for corporate life in the campus, may not necessarily be a researcher or holder of a Ph.D. degree. On the other hand, one who contributes to innovation in teaching methods, reform of curricula or writes good text books should be entitled to be rated as a good teacher. This committee appreciates that primary stress should be on teaching and there should be no over-emphasis on research to the neglect of teaching."

6.2.4 The Sen Committee was aware that in order to implement its recommendations, large scale institutional facilities would have to be created for M.Phil./Ph.D. training. Experience in the last decade has shown that while the recommendations of the Sen Committee regarding improvement of standards through the recruitment of teachers with higher qualifications were basically sound, the expectations arising therefrom have failed to materialise fully. This has happened due to a number of reasons. Firstly, although many universities and colleges have started and strengthened their M.Phil/Ph.D. programmes, these facilities are still inadequate, particularly in some specific subjects and in some regions. Consequently, the requisite number of candidates with M.Phil./Ph.D. has not become available to fill the large number of vacancies that occur each year. Secondly, in the absence of any concerted efforts on the part of the U.G.C., wide disparities are discernible in the instruction at the M.Phil./Ph.D. levels, both in terms of content and quality. Whereas high standards of M.Phil/Ph.D. continue to be maintained in a number of universities, the standards appear to

have been diluted at several places because of unplanned growth, inadequate faculty and lack of infrastructural facilities. Furthermore, in most places, course work (particularly of inter-disciplinary nature) has not been given its due importance as an integral part of the M.Phil./Ph.D. programme. Thirdly, although initially new grades were linked with higher qualifications, many universities succumbed to populist pressure to continue the status-quo to the detriment of the quality of teaching. In this context, it may be underlined that one very serious consequence of dilution of minimum standards for initial recruitment has been that the already existing disparities in the standards of teaching between rural colleges, urban colleges, State universities and Central universities have tended to get further aggravated.

- 6.2.5 In view of the above, the stipulation of M.Phil./Ph.D. as one of the essential qualifications appears to have been followed more in breach than in the observance. Due to a variety of reasons, the institutions have been recruiting a large number of lecturers without the above qualifications, laying down the condition that if these new teachers do not attain the requisite research qualifications within a specified number of years, they would cease to earn further increments. Intrinsically, it is not good for the morale of these entrants to the profession to be told that they lack the minimum qualifications, more so, when adequate facilities for improving their qualifications of the required standard have not been provided. Inability to acquire the degree within the stipulated period has led to undue tensions and very

often the stipulated time-frame has been extended under pressure.

6.2.6 Since the Sen Committee gave its recommendations, a significant change has been effected in the structure of higher education. The newly introduced 12 years school system produces students who have had an additional year of schooling followed by 3 years under-graduate and 2 years post-graduate degree and are already more competent in their subjects. Under the new dispensation, it is expected that a major improvement would take place in the quality and competence of a student holding master's degree.

6.2.7 In view of the above, the Committee recommends that the minimum qualification for eligibility to a lecturer's position should be a good M.A./M.Sc./M.Com. or equivalent degree. While making this recommendation, the Committee is fully conscious of the importance of research experience and capability as an essential input for efficiency and quality of teaching in most of the disciplines at the tertiary level. The Committee would, therefore, strongly recommend creation of much better research facilities in the universities and colleges particularly those dealing with post-graduate education to start with. This should enable brilliant lecturers recruited without an M.Phil/Ph.D. degree to pursue course and research work in their own institutions which may be followed for the completion of their dissertation by more specialised research for a limited period in a more advanced centre of learning or research. The Committee has also stipulated that a teacher should be eligible for the next higher scale of Lecturer (Senior

Scale) only after obtaining a research degree coupled with satisfactory appraisal in other facets of his work. Rather than prescribing (some sort of) a research degree as a mere passport for a lecturer's position, the Committee would like to emphasize the importance of continued research inputs by teachers at all levels throughout their careers and has, therefore, emphasized this item in their annual performance reports.

The importance that the Committee attaches to research experience is again evinced by the recommendation that additional increment(s) be sanctioned to research degree holders at the time of selection as lecturers.

The Committee would, however, like to re-emphasize that the UGC must take adequate steps to ensure that the training for these degrees is maintained at a high level, equipping the candidates with a keen motivation to continue research pursuits even after obtaining the requisite degree as well as with the capability to tackle challenging problems, particularly in the newly emerging inter-disciplinary areas; this type of training should be an extremely useful input in improving his teaching efficiency as well as in applying his knowledge to societal problems, which are generally of inter- or multi-disciplinary nature.

- 6.2.8 One positive impact of making M.A./M.Sc./M.Com. as the minimum qualification for lecturers would be that it should make it possible to attract brilliant young talent to the teaching profession. Since neither M.Phil. nor Ph.D. guarantees a job to a successful candidate, it appears that a large number of

academically brilliant students are lured away to other professions. This applies even to a greater extent to less affluent sections of the students who cannot afford to go through another additional period of 2-5 years for their research degrees, particularly as the amount of fellowships available to them is not adequate to meet their immediate financial requirements.

6.2.9 In order to ensure the quality of new entrants to the profession, the Committee recommends that all aspirants for post of lecturer in university/college, should have passed a national qualifying examination. It may be noted that this recommendation is in line with the recommendation of the National Commission on Teachers-II. Such a test would have the merit of removing disparities in standards of examination at Master's level between different universities. It is also hoped that by this step local influences will be minimised and the eligibility zone for recruitment to the teaching posts would become wider. The actual examination will, no doubt, differ from that for award of fellowships, since it will be testing teaching competence as well as competence for research. The proposed examination is a qualifying one in the sense that it determines the eligibility only and not selection.

6.2.10 The Committee is of the view that the teachers deserve to be remunerated in keeping with the importance of their role in nation building and upgrading of human resources. Hence, the Committee has suggested scales of pay for teachers that may enable them to live in moderate comfort and concentrate on teaching and research. These are to be at par with the Central

Services and other organised services. The scales of pay and conditions of service should be such that talent which has to choose from a number of competing careers, may be attracted towards teaching.

- 6.2.11 In order to reward merit and relieve stagnation, the University Grants Commission, as discussed elsewhere in this report, introduced in 1982 a scheme known as "Merit Promotion Scheme". Owing to mal-implementation arising out of accumulated pressures, the scheme appears to have failed, by and large, to achieve its primary objective of rewarding merit. It has virtually culminated in time-bound promotion and the pursuit of excellence has fallen by the way-side. The edge of the incentive for hard work has got dulled and the assumptions attached to senior positions in the teaching hierarchy have got blurred. The National Commission on Teachers- II has arrived at similar conclusions:-

"...Recent measures to bring about more or less automatic promotion to a higher scale do not seem to have improved the general status of teachers in the eyes of society. Unless career development is related to professional development, mere promotional schemes are likely neither to enhance the social status nor the effectiveness of a teacher."

- 6.2.12 The Committee is of the view that the Merit Promotion Scheme in its present form would need considerable improvement. It has, therefore, evolved a system under which bright and promising teachers will be given the opportunity to secure an early rise in their career.

Those who are not so bright will follow a comparatively slow moving stream. They will not, however, be allowed to rest and rust. They will be kept on their toes through devices in-built into the system. These include completing a course at the Indira Gandhi National Open University or any other recognised Institution, attending summer institutes, doing M.Phil or Ph.D. and subjecting themselves to continuous self-appraisal.

- 6.2.13 In the new scheme proposed by the Committee, provision has been made for two stages of promotion for lecturers. Although these are linked with some performance criteria, the teachers should not have any difficulty in fulfilling these if they continue to do their work with care and zeal expected of their profession.

The nation in its plan for rapid development is relying heavily on education as an instrument of change. For the above objective to be fulfilled, it is imperative that all our efforts should be made to attract the best talent to the teaching profession and to retain it by provision of adequate facilities for professional and career development. According to the recommendations of the Committee, the maximum of the salary scale of Lecturer (Selection Grande) would be 75 per cent of the maximum of the salary scale of Professor. (The National Commission on Teachers-II had also made a similar recommendation of 75 per cent).

The Committee would further like to emphasize the provision of a much larger number of posts than at

present at the Reader s and Professor s level so that brilliant teachers are able to compete quite early in their careers on an All India basis for higher posts on the basis of their excellence. This would further encourage academic mobility, particularly if the steps suggested under para 5.3 are implemented.

6.2.14 The Sen Committee recommended parity in the scales of pay for the college and university lecturers and further suggested the creation of posts of Readers and Professors in the colleges. The Committee notes that due to various reasons the posts of Readers could be created only in a few colleges. The colleges are shouldering bulk of the responsibilities for imparting higher education. According to the 1983-84 report of the UGC, 86.4 per cent of undergraduate, 58.8 per cent of postgraduate teaching and 14.1. per cent of the research work is being done at the colleges. Many colleges are situated in backward and under-developed areas of the country. Thus, quantitatively a substantial part of the development of human resources is undertaken by the colleges. In view of the above, it would be desirable to provide for posts at higher levels so that more qualified teachers could be attracted to colleges also.

The Committee is aware of wide variations in the standards of colleges which in spite of limitations of resources are maintaining reasonable standards of education. It is , therefore, recommended that the posts of Readers and Professors should be created in suitable and deserving colleges. The UGC should evolve suitable criteria for identifying colleges where such posts may

be instituted. This would improve the quality of education in these Colleges and create a spirit of healthy competition in the collegiate system.

6.2.15 In making its recommendations, the Committee has been guided by the following considerations:

- (a) Teaching as a profession should promise career prospects commensurate with its importance in human resource development.
- (b) Once talent is recruited, it should not be left in wilderness. It should be cared for, nurtured and trained.
- (c) An environment should be provided to the teachers where free inquiry should prevail. The autonomy of academic institutions should be guaranteed.
- (d) Talent should be nourished and sustained by accountability.
- (e) Merit and achievements should be adequately recognised.



6.3 Recommendations for Interim Relief

6.3.1 Pending submission of report by the Fourth Pay Commission, the Government of India decided that an interim relief be granted to its employees w.e.f. 1st June, 1983. Since the U.G.C. had extended this benefit to the teachers of the Central Universities, the Committee at its meeting held on 31st July, 1984 made

the following recommendation to the U.G.C.:

"Taking into account that the Government of India and the University Grants Commission have agreed to the payment of interim relief to the teachers of Central Universities and noting further that the scales of pay of teachers in the State Universities and Colleges are also identical and were made applicable on the recommendations of the UGC, the Committee recommends that the university/college teachers in the States should be treated at par for payment of interim relief from the same date and on the same conditions as to the teachers in the Central Universities".

6.3.2. While the above recommendation was under consideration of the UGC, the Committee further considered the question of grant of interim relief to the teachers of State Universities and colleges at its meeting held on 17-18th May, 1985 and made the following recommendation to the UGC:

"Consequent to the announcement of a second quantum of 'interim relief' by the Central Government on April 27, 1985 following the recommendations of the Fourth Pay Commission, the Committee re-considered the question of 'interim relief' to the teachers of the universities and colleges.

The Committee reiterates its earlier recommendation that effective steps should be taken by the UGC to get the benefit of interim relief extended to the teachers of all the universities and colleges.

According to the understanding of the Committee the question of interim relief stands at a different footing from the instalments of DA paid to the Central and State Government employees, since the interim relief is a compensation for the delay in revising scales of pay etc. As the report of the Committee is also likely to take some more time before being submitted, the Committee urges that the principle of interim relief be extended to all the teachers also, particularly in view of the fact that their scales of pay etc. were fixed after the Central Government had approved the recommendations of the UGC in this regard."

The Committee at its meeting held on 8th August, 1985 made the following recommendation in this connection:

"The Committee reiterates its earlier recommendation and urges upon the UGC to ensure that the interim relief which has been sanctioned for teachers of the Central Universities, be extended to other universities and colleges where the UGC recommended scales of pay are in operation. The Committee felt that this was necessitated as over the last two decades, efforts have been made to have uniform scales of pay in all the universities."

- 6.3.3 The Commission while endorsing the recommendation of the Committee, referred the matter to the Central Government. The Central Government, however, felt that this was a matter which comes within the purview of the State Governments and they were requested by the UGC to

consider the grant of interim relief to the teachers in the light of the decision of the Central Government.

The Committee urges that the matter be reviewed and the benefit of interim relief be extended to teachers of the state universities and colleges from the date from which it was implemented for teachers of Central Universities.

6.4 Revision of Pay Scales: Recommendations

The recommendations of the Committee regarding revision of pay scales of university and college teachers are based on the needs and rationale discussed in paras 6.1 and 6.2. As stated elsewhere, the principle of parity between the university and college teachers and Class I services was established at the time of revision of pay scales, following submission of the Sen Committee report. The Committee is not aware of the recommendations to be made by the Fourth Pay Commission appointed by the Government of India to review and revise the pay scales of Central Government employees including Class I services. The Committee, has therefore, based its recommendations on the scales of pay for university and college teachers in the existing framework of scales of pay in the universities and the Central Services; these should consequently be regarded as notional pay scales only. These pay scales would have to be converted in the light of the recommendations of the Fourth Pay Commission. The Committee recommends that while converting these scales,

it is ensured that the teachers of universities and colleges are not put to any financial disadvantage and parity envisaged by the Committee in its recommendations is maintained.

6.4.1 Pay Scales

The categories of teachers in the universities and colleges and the pay scales recommended for them are given as follows:

<u>University</u>	<u>Pay scales in the existing framework</u>
i) Lecturer	Rs.700-40-1100-50-1600
ii) Lecturer (Senior Scale)	Rs.1200-50-1300-60-1900
iii) Lecturer (Selection Grade)	Rs.2000-125/2-2250
iv) Reader	Rs.1500-60-1800-100-2000- 125/2-2250
v) Professor	Rs.1800-100-2000-125/2-2750- 125-3000

College (Post-graduate and Undergraduate) Pay scales in the existing framework.

i) Lecturer	Rs.700-40-1100-50-1600
ii) Lecturer (Senior Scale)	Rs.1200-50-1300-60-1900
iii) Lecturer (Selection Grade)	Rs.2000-125/2-2250
iv) Reader	Rs.1500-60-1800-100-2000-125/2-2250

v) Professor	Rs.1800-100-2000-125/2-2750-125-3000
vi) Principal (i)	Rs.1500-60-1800-100-2000- 125/2-2250
(ii)	Rs.1800-100-2000-125/2-2750- 125-3000

Posts of Readers and Professors already exist in most professional colleges. These may be created also in other selected colleges according to the criteria to be laid down by the UGC. However, the appointment to these posts must be made on an All India basis in the same manner as in the universities for corresponding posts.

6.4.2 Pay Scale of Principal

The Principal should be placed either in the grade of a Reader or in the grade of a Professor, as suggested in para 6.4.1. The criteria in this regard should be decided by the respective State Governments.

6.4.3 Professor (UGC)

A provision should be made to award UGC professorships on the lines of the Indian National Science Academy Award to some Professors who have shown outstanding merit in their field of work. They should be given the pay of Rs.3500 (in the existing framework) and the usual allowances available to the university teachers. The selection for such awards should be done at the national level. The UGC may evolve a suitable mechanism for such awards.

6.4.4 Award for meritorious work to Lecturers & Readers

The Committee further recommends that the UGC may evolve a scheme to award on an All India basis additional increments as special pay to Lecturers and Readers for exceptional performance in teaching or research and these should be treated as special pay.

6.4.5 Qualifications for Lecturer:

The Committee recommends the following minimum qualifications for the post of lecturer:

- (i) Qualifying at the National Test conducted for the purpose by the UGC or any other agency approved by the UGC.
- (ii) Master's degree with at least fiftyfive per cent marks or its equivalent grade and good academic record.

The minimum qualifications mentioned above should not be relaxed even for candidates possessing M.Phil/Ph.D. qualification at the time of recruitment.

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- #### 6.4.6
- The Committee reiterates that a lecturer should be selected strictly on merit and on an All India basis with the help of a Selection Committee. The Selection Committee should include at least two outside experts not connected with the university.

6.4.7 Probation:

A lecturer may normally be put on probation for a period of two years. He may be confirmed only when he has actually completed a short term course of 3-4 weeks duration in teaching methodology and education technology and his performance appraisal reports are found satisfactory.

6.4.8 Qualifications for Lecturer (Senior Scale)

A lecturer may be considered for promotion to lecturer (Sr. Scale) Rs.1200-1900 after completing eight years of service as a lecturer or on reaching a basic pay of Rs.1020 and having the following minimum qualifications:

*(i) Ph.D. degree,

(ii) Should have attended at least two summer institutes or refresher courses or orientation courses of about five weeks duration each with proper and well-defined evaluation procedure; and

(iii) Consistently good appraisal reports.

* (In Colleges where facilities for doing Ph.D. are not available, the Ph.D. qualification may be replaced by the acquirement of the M.Phil. degree in addition to satisfactory completion of a course organised by Indira Gandhi National Open University or any other agency recognised by the UGC.)

6.4.9 It should be open to a newly established college or an existing college starting a new course to appoint lecturers directly in the Senior Scale (Rs.1200-1900). The main qualifications for direct recruitment should be the same as provided for promotion for lecturer (Senior Scale). The appointment should be made after advertisement on the recommendations of a selection committee having at least two outside experts.

6.4.10 A lecturer would cease to earn his annual increments beyond Rs.1300 in case he does not acquire the following minimum qualifications even after reaching the basic pay of Rs.1300 :-

Ph.D. Degree

or

M.Phil. degree; alongwith satisfactorily completion of a course organised by Indira Gandhi National Open University or any other agency recognised by the UGC.

6.4.11 Lecturer (Selection Grade):

A Lecturer (Senior Scale) could be promoted to Lecturer (Selection Grade) provided:

- (i) he has reached the basic pay of Rs.1900 in the scale of Rs.1200-1900;
- (ii) he has attended at least two refresher courses or summer institutes of about five weeks duration

with proper and well defined evaluation procedure after his placement in the scale of Rs.1200-1900; and

- (iii) his performance appraisal reports are found satisfactory by the selection committee including at least one outside expert.

6.5 Career Development of existing lecturers appointed in the scale of Rs.700-1600.

6.5.1 A lecturer who was appointed in the scale of Rs.700-1600 and the prescribed qualification at the time of his recruitment was M.Phil (College) and Ph.D. (University), may be promoted to the scale of Lecturer (Senior Scale) i.e. Rs.1200-1900, provided:

- i) he has a minimum teaching experience of eight years;
- ii) he has acquired M.Phil (College Lecturer) or Ph.D. (University Lecturer) degree;
- iii) he has satisfactorily completed a course organised by Indira Gandhi National Open University.

In case the Open university course is not available, he should have attended a refresher course/summer institute of about five weeks duration with proper and well-defined evaluation procedure; and

- iv) his performance appraisal reports are found satisfactory by a selection committee including at least one outside expert.

6.5.2 Career Development of existing lecturers appointed prior to the implementation of scale of Rs.700-1600.

A lecturer who was appointed prior to implementation of the last revision of pay scales and placed in the scale of Rs.700-1600 after the revision of scales and the qualification prescribed at the time of his initial recruitment was not M.Phil/Ph.D., such lecturer may be placed in the scale of lecturer (Sr. Scale) i.e. Rs.1200-1900 provided he satisfies the conditions prescribed under para 6.5.1, except that the minimum experience for lecturer without M.Phil/Ph.D. should be 10 (instead of eight) years.

6.5.3 For teachers who already have the minimum experience of 8/10 years as prescribed under paras 6.5.1 and 6.5.2 at the time of implementation of this promotional scheme, may be given one advance increment provided they are able to satisfy conditions (iii) and (iv) under para 6.5.1 within one year of their becoming eligible for the selection grade.

6.5.4 Promotion of Lecturers (Senior Scale) to Lecturers (Selection Grade).

A lecturer on reaching Rs.1900 in the scale of Rs.1200-1900 may be considered for the post of lecturer (selection grade) subject to the conditions that:

(i) he has completed at least two refresher courses of

about five weeks duration after his placement in the grade of Rs.1200-1900; and

(ii) his performance appraisal reports are found consistently good by the selection committee including at least one outside expert.

6.6. Faculty Improvement Programme:

The Committee has attached considerable importance to academic attainments. In fact the entire rationale for revision of the structure of pay scales has been based upon upgradation of academic qualifications. The UGC should strengthen the programmes of faculty improvement and summer institutes to enable the teachers of the universities and colleges to attain prescribed qualifications for the posts of Lecturers, Senior Scale/Selection Grade. The UGC should also encourage orientation courses and courses in education technology, especially designed for university and college teachers. These programmes have primarily to be run by the university departments and special institutions. It may at times be difficult to find sufficient and suitable resource personnel for running the in-service refresher and special courses from the existing teaching staff. It is suggested that the services of good, highly qualified teachers who have retired recently may also be utilised for this work.

6.7 Professional College Teachers

6.7.1 The minimum qualifications suggested by the Committee are for appointment of lecturers in the faculties of

Science, Arts (social sciences and humanities) and Commerce.

The Committee recognises the fact that the nature and needs of certain professional faculties e.g. engineering, agriculture, medicine, law, fine arts and performing arts etc. may require certain variations in the minimum qualifications and experience for entry as well as promotions to various grades within the overall framework of the proposed pay structure suggested by the Committee. The UGC has already prescribed some modifications in the minimum qualifications for Lecturers in other faculties. The Committee feels that these modifications are on correct lines. It, therefore, recommends that suitable adjustments may be made by the Commission while prescribing minimum qualifications for the post of Lecturers in different faculties.

The Committee understands that the Ministry of Education has constituted a similar Committee for teachers of engineering institutions. The Committee recommends the adoption of uniform conditions of service for teachers in all the faculties within the university system, as has been the practice so far. Any variation in service conditions in different faculties within the same university is likely to cause serious difficulties. However, if the total number of years of training for acquiring the minimum qualifications required for the post of lecturer is higher, for example, as prescribed by the Medical Council of India or if there is an acute shortage of suitably qualified candidates in certain specialised disciplines due to more attractive

job opportunities outside the university system, the existing practice of sanctioning advance increments at the time of appointment should be continued.

- 6.7.2 The Committee recommends that the non-practising allowance being paid to teachers in medical institutions (where private practice is not allowed) may be continued and suitably revised, keeping in view the rules for teaching posts in Medical Colleges of Central Government and Central Health Services.

Teachers in medical colleges who have to attend to emergency duties at odd hours should be provided with housing (preferably on the campus), telephone and conveyance facilities.

6.8 Readers and Professors

We have already recommended creation of two new grades for Lecturers in the colleges and universities which is expected to provide adequate promotional avenues to the Lecturers. The Committee, therefore, recommends that selection of Readers and Professors must be made on All India basis and efforts should be made to give greater weightage to the quality of research achievements at the post-doctoral level in fundamental or applied research. The existing minimum qualifications for the post of Reader should be suitably modified.

The positions of Readers and Professors available should be continuously reviewed to provide incentives for high quality and original work by the teachers.

6.9 Demonstrators/Tutors

The Committee observed that at the time of implementation of the Sen Committee Report in 1974, it was clearly indicated that no further appointment will be made of Demonstrators/Tutors. As such, the State Governments may consider the question of revision of pay scales of those who are still lingering on as Demonstrators/Tutors.

6.10 Part-time Teachers

Appointment of part-time/guest teachers may be permitted in the colleges and universities as per the guidelines issued by the University Grants Commission. The UGC should review the rates of honoraria payable to part-time/guest teachers in the light of revised scales for full-time teachers.

6.11 Formula for fixation

Generally, all representatives of the teachers associations represented to the Committee during discussions that the formula adopted for the fixation of pay in the revised scales with effect from 1.1.1973 had not given any substantial benefit to them and particularly so, in the case of teachers who had served in the pre-revised scale for a fairly long period. They represented that at the time of the next revision, pay fixation should be done on the basis of point to

point in the revised scale or in the alternative, every teacher should be given one additional increment for a period of two/three years service in the pre-revised scale.

The Committee while appreciating the position of the associations, is of the view that it may be difficult to suggest a formula for fixation of pay of the teachers in the revised scales other than what will be recommended and accepted by the Government of India, consequent upon the submission of the Fourth Pay Commission Report. The Committee, however, suggests that since after the last revision of the scales of pay, the dearness allowance given to the teachers has not been uniform, the total emoluments for purposes of fixation of pay in the revised grade may notionally be determined after taking into account the dearness allowance etc. that would have been paid to them at the dearness allowance rates applicable to the teachers of central universities.

6.12 Other Benefits

6.12.1 Dearness Allowance

The Committee is of the view that the rate of Dearness Allowance payable to all teachers in the universities and colleges should be on par with Central universities.

6.12.2 Provident Fund

The University Grants Commission had introduced a scheme of Pension-cum-Gratuity-cum-General Provident Fund and

Contributory Provident Fund-cum Gratuity in the Central universities. These schemes should be extended to teachers of other universities and colleges. In view of the liberalization of pension scheme, the employer's contribution towards Contributory Provident Fund cum Gratuity be raised to 10 per cent. In this connection it is pertinent to mention that in some universities, the employer's contribution is already at the level of 10 per cent.

As recommended by the National Commission on Teachers-II, the teachers should be able to get the benefit of their past service in one university as this is done in case of central universities and centrally funded autonomous institutions and the State Governments should also accept the same liberal view.

6.12.3 Professional Allowance

It is observed that many teachers in universities and colleges often face severe difficulties in getting their research papers typed, in duplicating of articles, in getting journals or books which are not available in the university/college libraries, and some special tools required for their research. The National Commission on Teachers-II suggested a provision of one typist for 10-15 teachers and a grant of book subsidy to teachers upto 50 per cent with an annual ceiling of Rs.500 for purchase of books.

The Committee recommends that every teacher should be given a professional allowance of Rs.1000 per annum for the above purposes.

6.12.4 Leave Travel Concession

The facility of Leave Travel Concession to visit home town and any place in the country, as available to Central Government Employees, and Central University teachers, should be made available to all university/college teachers.

6.12.5 Insurance Scheme

The Committee has recommended in para 5.5 that medical insurance scheme be introduced for teachers.

Group Insurance Scheme is available to the employees of Central Government, autonomous organisations, Government Undertakings, and central universities. This facility should be made available to university/college teachers.

6.12.6 House Building Advance & House Rent Allowance

Accommodation is provided on rental basis in most of the universities, subject to availability. In some universities rent free accommodation is provided to some teachers. Housing facilities are required not only during the time a person is in service, but also after he/she has retired from service. The Government has initiated various schemes to promote construction of private houses. But it appears that these schemes have not benefitted the teachers due to non-availability of house building advance. The Committee recommends that house building advance should be made available to all university/college teachers.

The Committee has in para 5.4.5 recommended an enhancement in the house rent allowance to teachers.

6.12.7 Conveyance Advance

Travel to the place of work is time consuming, arduous and costly. The Committee is of the view that suitable conveyance advance may be given to teachers, depending upon the type of vehicle. Provision of a suitable conveyance allowance for teachers living outside the campus may be given due consideration.

Acknowledgement

The Committee places on record its appreciation for the valuable suggestions received from different teachers associations, All India Federation of University and College teachers, the Vice-Chancellors, officials of the State Governments and the educationists. The Committee would also like to express its thanks to Shri R.P. Gangurde, Joint Secretary, Shri A.K. Parate, Education Officer and Shri D.K. Chadha, Under Secretary and their colleagues in the UGC as well as to Shri G.M. Tripathi, PA to the Chairman for their valuable contributions and active participation in the work of the Committee. Earlier, the Committee had the benefit of the association of Dr. S.P. Gupta, Joint Secretary, Sh. V.M. Seth, Deputy Secretary, Late Shri Inder Lal and Sh. K.K. Bharadwaj, Under Secretaries and their colleagues in the UGC; the Committee would like to thank them all for their cooperation and assistance.

(R.C. MEHROTRA)
Chairman

APPENDICES



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MEETINGS OF THE PAY SCALE COMMITTEE HELD

S.No. Date(s) of the Meeting

1. 24th March, 1984
2. 31st July, 1984
3. 3rd September, 1984
4. 4th-5th January, 1985
5. 20th-21st February, 1985
6. 6th-7th April, 1985
7. 15th-16th May, 1985
8. 17th-18th May, 1985
9. 15th June, 1985
10. 8th August, 1985
11. 20th August, 1985
12. 30th September, 1985
13. 26th-27th October, 1985
14. 28th-29th November, 1985
15. 19th-20th December, 1985
16. 15th-16th January, 1986
17. 5th-7th February, 1986
18. 6th-8th March, 1986
19. 20th-22nd March, 1986
20. 7th-8th April, 1986
21. 13th-14th April, 1986
22. 23rd-24th April, 1986
23. 10th May, 1986



QUESTIONNAIRE ELICITING INFORMATION FROM UNIVERSITIES

Basic information as on 1.4.1984 regarding scales of pay, allowances and other related conditions of service of teachers of the universities for the use of committee to review the scales of pay of teachers in universities and colleges.

1. Name of the University _____
2. Category of teaching staff:

*Professors, Readers & Lecturers
& other categories which are
treated at par with the teachers.

University Department.

Designa- tion	No. of staff	Pay Scale	Effective date of implementat- ion of the scale

RECRUITMENT:

- (i) Please state whether qualifications of various teaching posts as notified by UGC vide letter No. _____ dated _____ have been adopted. (Where answer is No Please state variations and reasons).



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- (ii) Recruitment difficulties: Please state, if any.

3. A. Allowances:

- (i) Dearness Allowance/Addl. Dearness Allowance. Indicate whether at par with Central Govt. Rate/ State Govt./Others _____
- (ii) House Rent Allowance _____
- (iii) City Compensatory Allowance _____
- (iv) Medical Allowance _____
- (v) Conveyance Allowance _____
- (vi) Children Education Allowance _____
- (vii) Hill Allowance _____
- (viii) Any other Allowance _____

B. Benefits

- (i) Medical facilities (contributory or non-contributory, or reimbursement or payment of allowance).

(Please state details)



- (ii) Travel facilities:
 - a) On first appointment
 - b) On leaving university
 - c) On superannuation

- (iii) Leave Travel Concession
(If allowed, please state conditions).
- (iv) Residential accommodation:

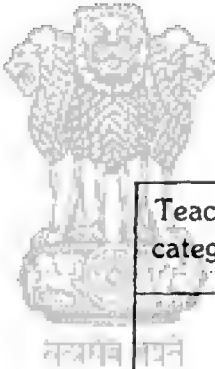
a) Rent free

Teacher Category	No.

b) Basis of rent

Entitlement of categories:
(If on rent basis, rent charged
and its basis)

- Rent fixed whether
- a) On percentage of pay basis
 - b) Standard rent
(Whether old and new houses
grouped for determining rent).



Teacher category	No.	Rate

(v) Leave	Admissible No. of days	
	Per annum/ academic year	Per total Service
(a) Casual Leave		
(b) Earned Leave Full pay		
Half pay		
(c) Medical Leave		
(d) Extraordinary leave		
(e) Maternity leave		
(f) Detention leave (leave in lieu of vacation).		
(g) Encashment of leave during service, if any		
(h) Study leave		
(i) Sabbatical leave		
(j) Academic leave		

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(vi) Other benefits
(Advances & Loans)

	Rate	
	Max. admissible	Rate of interest charged
a) House Building advance		
b) Conveyance advance		

(vii) Provision for attending
Conferences in India & abroad
(Please state details).

(viii) Superannuation benefits:

a) Age of superannuation

	Percentage of total numbers getting	Duration
b) Provision of extension/re-employment		
Practice relating to extension/re-employment.		
Provision for voluntary retirement, if any, give details.		

c) Contributory Provident Fund (Please state rate etc.) _____

d) General Provident Fund _____

e) Pension Scheme/Family Pension. _____

f) Gratuity _____

g) Encashment of leave _____

h) Insurance Scheme _____

(ix) Remuneration for examination Yes/No (If Yes please state)

a) Paper setting

b) Checking of answer Books

c) Practical examination

d) Admission examination

e) Invigilation

f) Tabulation

g) Any other

(x) Provision for professional consultancy. Yes/No.
(If Yes, Please attach rules of consultancy).

(xi) Work load in contact hours for different categories of teachers.

a)	Category	Contact hours per week	
		Prescribed	actual
	Professor		
	Reader		
	Lecturer		

b) Please state number of working days in a semester/academic year days
per

(xii)

No. of category	Number of teachers of the scale			Stagnated at the Max.
	Upto 1 year	1 to 2 years	2 to 3 years	
Professor				
Reader				
Any other				

*Teachers who have reached the maximum of the prescribed pay scale of the post.

(xiii) Teachers working in various categories distributed durationwise.

Category	Number of teachers			
	Upto 5 years	6 to 10 years	11 to 15 years	16 yrs. & above
Professor				
Reader				
Lecturer				
Any other				

Please supply rules for promotion scheme, if any.

(xiv) Any other information regarding the above questions (please state in the following space.)

Note: The University may indicate various items where there is a variation regarding affiliated/PG Colleges etc. In the event of variation, the university may fill in an additional proforma attached herewith.

QUESTIONNAIRE ELICITING INFORMATION FROM COLLEGES

Basic information as on 1.4.1984 regarding scales of pay, allowances and other related conditions of service of teachers of the Colleges for the use of committee to review the scales of pay of teachers in Universities and Colleges.

1. Name of the University _____

2.A. Affiliated Colleges.

(i) Under-graduate Colleges

(ii) Post-graduate

Designations	No. of staff	Pay scales	Effective date of implementation of the scale

B. Residential accommodation:

(a) Rent free

(b) Basis of rent Entitlement of categories (if on rent basis, rent charged and its basis)
Rent fixed whether

(a) On percentage of pay basis

(b) Standard rent (whether old and new houses grouped for determining rent).

Teacher	No.
Category	

C. Other benefits (Advances & Loans)

	Rate
Max admissible annual	Rate of interest charged
(a) House Bldg. advance	
b) Conveyance advance	

D. Provision for attending Conference in India & abroad (Please state details).

E. Work load in contact hours for different categories of teachers.

(a) Teacher's Category	Contact hours per week	
	Prescribed	Actual

(b) Please state number of working days in a semester/academic year _____ days per _____

F.

Teacher's Categories		Number of teachers stagnated at the Maximum of the scale			
		Upto 1 year	1 to 2 years	2 to 3 years	3 & above years
1.					
2.					
3.					
4.					
5.					
6.					



SCHEDULE OF VISITS OF THE SUB-COMMITTEE TO THE STATES.

S.No.	States/Union Territories visited by the sub-committee	Date & visit
1.	Karnataka (Bangalore)	28th-29th October, 1984
2.	Kerala (Trivandrum)	30th-31st October, 1984
3.	Bihar (Patna)	29th-30th November, 1984
4.	Uttar Pradesh (Lucknow)	2nd-3rd December, 1984
5.	Maharashtra (Bombay)	12th-13th December, 1984
6.	Gujarat (Ahmedabad)	16th-17th December, 1984
7.	Rajasthan (Jaipur)	11th-12th January, 1985
8.	Assam & North-Eastern States* (Gauhati)	17th-18th January, 1985
9.	Delhi	2nd-3rd February, 1985
10.	West Bengal (Calcutta)	4th-5th February, 1985
11.	Andhra Pradesh (Hyderabad)	11th-12th February, 1985
12.	Tamil Nadu (Madras)	14th-15th February, 1985
13.	Punjab, Haryana, Chandigarh (Chandigarh)	13th-14th March, 1985
14.	Orissa (Bhubaneswar)	9th-10th April, 1985
15.	Himachal Pradesh (Shimla)	15th-16th May, 1985
16.	Jammu & Kashmir (Srinagar)	28th-29th June, 1985
17.	Madhya Pradesh (Bhopal)	28th-29th August, 1985

* Representatives of N.E. States were invited to Gauhati for discussions.



**STATEMENT ON PAY SCALES BEFORE AND AFTER THIRD PAY COMMISSION
REPORT FOR COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH.**

S.No	Scales existing prior to implem- entation of recommendations of 3rd Pay Commission	Scales revised with effect from 1.1.1973
1.	i) Rs. 3000/- (fixed)	Rs. 2500-125/2-3000
	ii) Rs. 2750/- (fixed)	
	iii) Rs. 2000-100-2500	
2.	Rs. 2500-125/2-2750	Rs. 2500-125/2-2750 (unchanged)
3.	i) Rs. 1800-100-2000	Rs. 2000-125/2500
	ii) Rs. 1600-100-1900	
4.	i) Rs. 1300-60-1600-100-1800	Rs. 1500-60-1800-100-2000
	ii) Rs. 1300-60-1600	
5.	Rs. 1100-50-1300-60-1600-100-1800	Rs. 1500-60-1800-100-2000 (only for Administrative cadre)
6.	i) Rs. 1100-50-1500	Rs. 1500-60-1800-100-2000
	ii) Rs. 1100-50-1400	Rs. 1300-50-1700 (for the existing incumbent only. This revised scales will cease to exist as soon as the present incumbent vacates the post. No future appointments are to be made in this revised scales).
7.	Rs. 900-50-1250	Rs. 1200-50-1600 (operative only for administrative posts)
8.	i) Rs 700-50-1250	Rs. 1100-50-1600
	ii) Rs. 700-40-1100-50/2-1250	
9.	i) Rs. 400-40-800-50-950	Rs. 700-40-900-EB-1100-50-1300 EB-35-950
	ii) Rs. 400-400-450-30-600-35-670-EB-35-950	

**STATEMENT ON PAY SCALES BEFORE AND AFTER THIRD PAY COMMISSION
REPORT FOR INDIAN COUNCIL OF MEDICAL RESEARCH.**

S. No.	Name of Posts	Grade	Pre-revised Scale (Before 1973)	Revised Pay Scale (After 1974)
1.	Director	Selection Grade	Rs. 2000-100-2500	Rs. 2500-125/2-2750
2.	Director	Grade I	Rs. 1600-100-2000	Rs. 2000-125/2-2500
3.	Dy. Director	Grade II	Rs. 1300-60-1600	Rs. 1500-60-1800-100-2000
4.	Asstt. Director	Grade III	Rs. 900-40-1100-50-1400	Rs. 1200-50-1700
5.	Sr. Research Officer	Grade IV	Rs. 700-40-1100-50/2-1250	Rs. 1100-50-1600
6.	Research Officer	Grade V	Rs. 400-400-450-30-600-35-670-EB-35-950	Rs. 700-40-900-EB-40-1100-50-1300



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**STATEMENT ON PAY SCALES BEFORE AND AFTER THIRD PAY COMMISSION
REPORT FOR BHABHA ATOMIC RESEARCH CENTRE.**

Director: Rs. 3500/- Fixed

A. SCIENTIFIC			
Pre Revised Scale of Pay	Pre-revised Grade (SO/Engr.)	Revised Grade (SO/Engr.)	Revised Scale of Pay
Rs. 3000 (Fixed)	(Outstanding) (Scientist)	O.S.	Rs. 3000 (Fixed)
Rs. 2750 (Fixed)	— do —	O.S.	Rs. 2750 (Fixed)
Rs. 2500-125-2750	H	H	Rs. 2500-125/2-3000
Rs. 2000-100-2500	G	G	Rs. 2250-125/2-2500-EB-125/2-2750
Rs. 1800-100-2000	SG	SG	Rs. 2000-125/2-2500
Rs. 1400-70-1680-SC-70- 1750-100-1950	F		
Rs. 1300-60-1600-100-1800	SF	SF	Rs. 1800-100-2000-125/2-2250
Rs. 1300-60-1600	E		
Rs. 1100-60-1400	D	E	Rs. 1500-80-1900
Rs. 1100-50-1200-60-1500	SE	SE	Rs. 1500-60-1800-100-2000
Rs. 750-60-1250	C	D	Rs. 1100-70-1450
Rs. 700-50-1250	SD 2	SD	Rs. 1100-50-1600
Rs. 700-40-1100-50-1250	SD 1		
Rs. 500-50-750			
Rs. 400-400-450-30-600-35- 670-SC-35-950 *	SC 1	C	Rs. 750-50-1000
Rs. 350-25-500-30-590-EB-30- 800-EB-30-830-35-900	SB	SC	Rs. 700-40-900-EB-40-1100-50-1300
Rs. 325-25-450	A	SB	Rs. 650-30-740-35-810-EB-35-880- 40-1000-EB-40-1200
Rs. 375 (Fixed)	RMO	A	Rs. 650-30-740-35-880-EB-40-960
		RMO	Rs. 650-30-710
* Rs. 400-40-800-50-950	SC 2	SC	

**STATEMENT ON PAY SCALES BEFORE AND AFTER THIRD PAY COMMISSION
REPORT FOR INDIAN COUNCIL OF AGRICULTURE RESEARCH.**

S. No.	Scales of Pay prescribed for scientific posts prior to 1973.	Revised pay scale on the recommendation of 3rd Pay Commission i.e. after 1974	Rationalised scales of pay prescribed for various grades in A.R.S. under ICAR set up w.e.f. 1.10.1975	
1.	Rs. 325-575	Rs. 550-900	Grade 'S'	550-900 (Dying cadre)
2.	Rs. 350-900 Rs. 400-950	Rs. 650-1200 Rs. 700-1300	Grade S-1	700-1300
3.	Rs. 700-1250	Rs. 1100-1600	Grade S-2	1100-1600
4.	Rs. 1100-1400 Rs. 1100-1600 Rs. 1300-1600	Rs. 1500-1800 Rs. 1500-2000 Rs. 1800-2000	Grade S-3	1500-2000
5.	Rs. 1300-1800 Rs. 1600-1800	Rs. 1800-2250 Rs. 2000-2250	Grade S-4	1800-2250
6.	Rs. 1600-2000 Rs. 1800-2000	Rs. 2000-2500 Rs. 2000-2500	Grade S-5	2000-2500
7.	Rs. 2000-2500	Rs. 2500-3000	Grade S-6	2500-3000
8.	Rs. 3000 (fixed)	Rs. 3000 (fixed)	Grade S-7	3000 (fixed)
9.	Rs. 3500 (fixed)	Rs. 3500 (fixed)	Grade S-8	3500 (fixed)

FORM — I

SELF ASSESSMENT FORM FOR COLLEGE/UNIVERSITY TEACHERS
(to be filled at the end of every academic year)

A. General Information

year

(a) Name

(b). Address (Residential)

Ph. No.

(c) Designation

(d) Department

(e) Date of appointment

(i) in the institution

(ii) in the present post

(f) Pay scale

(g) Present pay



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B. Teaching

(a) Courses taught

Class: Course title	Periods allotted	Actually taught in	Taught in
	per week L T P	the month of L T P	the year L T P
(i) U.G. (B.A., B.Sc., etc)			
(ii) P.G. (M.A., M.Sc., etc.)			
(iii) M. Phil.			
(iv) Any other:			

(b) Did you supply the Lecture Teaching Plans of the course to the students? How many?
If yes, give a specimen copy.

(c) Did you supply the synopses of your lectures to the students? How many?
If yes, give a specimen copy.

(d) Did you give a list of reading material to your students?
If yes, give the list.

(e) Reasons for the difference in the allotted periods and those actually engaged. (Month-wise)

(f) Steps taken to fill the gaps in (e) above.

(g) Internal evaluation of students carried out.

- (i) Tests
- (ii) Quizes
- (iii) Home assignments
- (iv) Any other

(h) Examination results of the courses taught

C. Innovations in Teaching

- (a) Contributions, if any, to development of curriculum.
Give a brief description.
- (b) Innovations in teaching methods. Give a brief description
- (c) Innovations in laboratory experiments, if any.
Give a brief description.
- (d) Innovations in evaluation methods.
- (e) Preparation of reading materials, text books, laboratory manuals etc.

Title of the work	Name of the publisher/printer	Date and year of publication	Remarks (like co-authors etc.)
-------------------	-------------------------------	------------------------------	--------------------------------

D. Improvement of Qualifications

(Refresher course attended, summer schools, work shops, open university courses/ M. Phil./Ph.D.

Names of courses/ Diplomas/Degrees	Name of the University	Subjects with speciliza- tions	Duration	Year	Marks/grade obtained
------------------------------------	------------------------	--------------------------------	----------	------	----------------------

E. Research work done

- (a) No. of M. Phil/Ph.D. students guided in the year (Give names of students).
- (b) No. of students awarded M. Phil/Ph.D. degree (Give names of students and titles of theses).
- (c) No. of research papers published.....

Title of the paper	Name of the Journal	Date and year of publication	Remarks (co-authors)

(d) Research projects in progress

Title of the project	Name of the funding agency	Duration	Remarks

(e) Seminars, Conferences, Symposia attended

Name of the Seminar/ Conf./Symposia	Name of the sponsoring agency	Country and Date	Remarks

(f) Patents taken, if any, Give a brief description.

(g) Membership of professional bodies.

F. Extension work

(a) Please give a short account of your contribution to:—

- (i) service of the community in the solution of their problems,
- (ii) inculcation of the values of national integration, secularism, democracy, socialism, humanism, peace and the scientific temper
 - popular lectures
 - popular writings
 - other ways
- (iii) adult education, flood or drought relief and similar other activities.

(b) positions held in organisations linked with extension work and national social service. (N.S.S.)

(c) position held in N.C.C., if applicable.

G. Administration

Please give a short account of your contribution to

- (a) administration of the college/department
- (b) organisation of co- and extra-curricular activities
- (c) residential life of students
- (d) maintenance of student discipline
- (e) decision-making and advisory bodies of your and other universities/academic institutions
- (f) professional organisation of teachers.

H. Assessment

(a) Please state the honours conferred on you by

- your students
- your peers
- government
- others

(b) Did you get the curricular programme evaluated by students?
If so, please give its findings.

I. General Data

- (a) What in your judgement was your most important contribution?
- (b) What were the major difficulties that you faced?
- (c) What are your suggestions for the future?

Signature of Teacher

J. Observations by the Head of the Department/Teaching incharge

- (a) verification of factual data
- (b) observations regarding academic work
- (c) Observations about character, sociability and integrity of the teacher.



Signature of the Head of the
Department

K. Observations of the Principal/Dean/Vice-Chancellor

Date: Signature of V.C./Principal/Dean

L. Record of action taken, if any.

FORM — II

SELF ASSESSMENT FORM FOR COLLEGE/UNIVERSITY TEACHERS

(to be filled for the first time in the Institution) *

Date

A. General Information

- (a) Name
 (b) Address (Residential) Ph. No.
 (c) Designation
 (d) Department

B. Academic Qualifications

Exam. Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School Higher Secondary or pre-degree B.A./B.Sc., etc. M.A./M.Sc., etc. M. Phil. Ph. D. Others				

C. Research Experience:

Research Stage	Title of work/Theses	University where the work was carried out
M. Phil. Ph. D. Post-doctoral Publications (Give a list separately) Research guidance (Give names of students guided successfully)		

* For teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

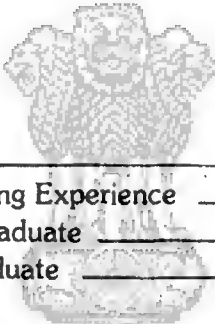
D. Research Projects Carried Out

Title of the Project	Name of the funding agency	Duration	Remarks

E. Important Services, Conferences, Symposia attended

Name of the Seminar/ Conf./Symposia	Name of the sponsoring agency	Country and date	Remarks

F. Teaching Experience

Courses Tought	Name of Institiuton	No. of years	
(i) U.G. (B.A./B.Sc., etc.)			
(ii) P.G. (M.A./M.Sc., etc.)			
(iii) M. Phil,			
(iv) Any other			

Total Teaching Experience _____

(a) Under-graduate _____

(b) Post-graduate _____

G. Innovations in Teaching

- (a) Contributions, if any, to development of curriculum
- (b) Innovations in teaching methods
- (c) Innovations in laboratory experiments
- (d) Innovations in evaluation methods
- (e) Books, reading materials, laboratory manuals etc.

Give a brief description of the above activities.

H. Extension Work

- (a) Please give a short account of your contribution to:—
 - (i) service of the community in the solution of their problems, inculcation of the values of national integration, secularism, democracy, socialism, humanism, peace and the scientific temper
 - popular lectures
 - popular writings
 - other ways
 - (ii) adult education, flood or drought relief and similar other activities.
- (b) positions held in organizations linked with extension work and national social service. (N.S.S.)
- (c) position held in N.C.C., if applicable.

I. Administration

Please give a short account of your contribution to:-

- (a) administration of the college/department
- (b) organization of co- and extra-curricular activities
- (c) residential life of students
- (d) maintenance of student discipline
- (e) decision-making and advisory bodies of your and other universities/ academic institutions.
- (f) professional organization of teachers.

J. Membership of professional bodies, societies etc.

K. Any other information

(Signature of the Teacher)

NATIONAL INSURANCE COMPANY LIMITED
SALIENT FEATURES OF THE GROUP MEDICAL INSURANCE SCHEME OFFERED
BY NATIONAL INSURANCE COMPANY LIMITED

The scheme can be divided into three types of benefits:

1. Hospitalisation Benefits — This includes the cost incurred for boarding and lodging in a hospital/nursing home, diagnostic expenses, physician's and consultant's fees.
2. Domiciliary Hospitalisation, which includes nursing charges, diagnostic expenses, physician's and consultant's fees.
3. Domiciliary Treatment Benefits, which includes physician's & consultant's fees, diagnostic charges, medicines & drugs, dental treatment excluding dentures and non-surgical treatment of eyes excluding cost of eye glasses.

Under the scheme the employees can be divided into four categories depending upon their pay scale/status and the table of benefits for each category is given below:

Part A HOSPITALISATION		Category			
		I Rs.	II Rs.	III Rs.	IV Rs.
1. Hospital Charges, Board & Lodging & Special Nursing Treatment	Per day Maximum	140	80	50	40
	Per illness	5600	3000	1900	1200
2. Diagnostic Materials, X-Rays, Pathological tests, Electro- Cardiograph, Medicines & Drugs Surgeons fees including Anaesthetist's & Operation Theatre Charges etc.	Maximum per illness	7500	4800	2950	2300
3. Physician's and Consultant's fees	Maximum per illness	600	200	120	100

EXPENSES INCURRED ON
 Consultants fees Diagnosis
 including ECG, X-Ray & other
 tests prior to Hospitalisation
 can be claimed in the above
 item No. (2).

LIMITS FOR MAJOR CITIES:

THE LIMITS GIVEN ABOVE ARE FOR CITIES OTHER THAN THOSE GIVEN BELOW:

Bombay, Calcutta, Delhi, Madras, Ahmedabad, Hyderabad & Bangalore.

For these seven cities the above said limits may be increased by 50%.

FOR CITIES OF PUNE, KANPUR, LUCKNOW, NAGPUR, CHANDIGARH AND ALL OTHER STATE CAPITALS (ALSO OF UNION TERRITORIES) THE LIMITS GIVEN IN ABOVE TABLE MAY BE INCREASED BY 20%.

Part B DOMICILIARY HOSPITALISATION			Category			
			I Rs.	II Rs.	III Rs.	IV Rs.
1.	NURSING CHARGES	Maximum per day	70	40	25	20
		Maximum per illness	2800	1500	950	600
2.	Diagnostic Materials, X-Rays medicines & Drugs, Surgeons Fees including Anaesthetist & Operation Theatre charges etc.		2500	1600	1050	850
3.	Physician's & Consultant's fees		300	100	60	50
	MAXIMUM LIMIT PER FAMILY PER YEAR FOR PART A & B TOGETHER (INCLUSIVE OF MATERNITY BENEFITS)		25000	12500	10000	7500
	SPECIFIED MAJOR DISEASES in case of Specified Major Diseases as under the itemwise limits will be raised by 100% for item 2 & 3 of part A & part B.					
	Overall family limit will also increase to		40000	20000	16000	12000



SPECIFIED DISEASES

1. Tuberculosis including Pulmonary T.B.
2. Cancer & Malignant Tumours,
3. Encephalitis,
4. Leprosy,
5. Renal Failures/Diseases & Kidney Transplantation.
6. Cardiac ailment/cerebral or vascular strokes, coronary artery diseases and coronary by pass surgery, open heart surgery
7. Polyomyelitis

Part C DOMICILIARY TREATMENT BENEFITS

		Category			
		I	II	III	IV
		Rs.	Rs.	Rs.	Rs.
1.	Physician & Consultant fees				
2.	Diagnostic Materials				
3.	Medicines & Drugs				
4.	Dental Treatment excluding Dentures				
	Maximum per year per family	1600	1400	1200	800
5.	Non-surgical treatment of eyes excluding cost of eye glasses				
	PREMIUM for the family unit of 4 members (inclusive of Maternity Benefit premium in respect of one female member	840	650	605	440

EXCESS 10% of each and every claim subject to a minimum of Rs. 10/-

As the above table has been given for a family of 4 members but there may be certain cases where only individual member is to be covered or family is less or more than 4 members — in that case the per member premium will be as under:—

Category I	— Rs. 200 + Rs. 40 per female member for Maternity Benefits
Category II	— Rs. 155 + Rs. 30 per female member for Maternity Benefits
Category III	— Rs. 145 + Rs. 25 per female member for Maternity Benefits
Category IV	— Rs. 105 + Rs. 20 per female member for Maternity Benefits



LEAVE RULES RECOMMENDED BY THE SEN COMMITTEE

RULES
GOVERNING LEAVE TO TEACHERS OF THE UNIVERSITIES/COLLEGES

(A) Permanent Teachers

Kinds of leave admissible:—

1. The following kinds of leave would be admissible to permanent teachers—

- (i) Leave treated as duty —
Casual Leave
Special Casual leave
Duty leave
- (ii) Leave earned by duty —
Earned leave
Half pay leave
Commuted leave
- (iii) Leave not earned by duty —
Extraordinary leave
Leave not due
- (iv) Leave not debited to leave account —
(a) Leave for academic pursuits —
Study Leave
Sabbatical Leave
(b) Leave on grounds of health —
Maternity leave
Quarantine leave

The Executive Council may in exceptional cases grant for the reasons to be recorded to be other kind of leave, subject to such terms and conditions as it may deem fit to impose.

CASUAL LEAVE

- 2. (i) Casual leave is not earned by duty. Total casual leave granted to a teacher shall not exceed ten days in an academic year. •
- (ii) Casual leave cannot be combined with any other kind of leave except special casual leave. It may be combined with holidays including sundays. Holidays or Sundays falling within the period of casual leave shall not be counted as casual leave.

SPECIAL CASUAL AND ACADEMIC LEAVE

3. (i) Special casual leave not exceeding ten days in an academic year may be granted to a teacher —

(a) to conduct examination of a University, Public Service Commission, Board of Examination or other similar bodies/institutions;

(b) to inspect academic institutions attached to a Statutory Board etc.

NOTE: In computing the ten days, leave admissible, the days of actual journey, if any, to and fro the places where such conferences/activity takes place will be excluded.

- (ii) Special academic leave upto 30 days in an academic year may be granted with the permission of the Vice-Chancellor for such work as may be approved by the Vice-Chancellor as academic work provided it does not interfere with academic work.

- (iii) In addition special casual leave to the extent mentioned below may also be granted —

(a) to undergo sterilization operation (Vasectomy or Salpingectomy) under Family Planning Programme. Leave in this case will be restricted to six working days;

(b) to a female teacher who undergoes non-peruporal sterilization. Leave in this case will be restricted to fourteen days.

NOTE: Special casual and academic leave cannot be accumulated nor can it be combined with any other kind of leave except casual leave. It may be granted in combination with holidays or the vacation.

DUTY LEAVE

4. (i) Duty leave be granted for —

(a) attending conferences, congresses, symposia and seminars on behalf of the University or with the permission of the University.

(b) delivering lectures in institutions and Universities at the invitation of such institutions or Universities received by this University, and accepted by the Vice-Chancellor.

(c) working in another Indian or foreign University, any other agency, institution or organisation when so deputed by the University.

(d) working on a delegation or committee appointed by the Government of India, State Government, the University Grants Commission, a sister University or any other Academic Body, and

(e) for performing any other duty for the University.

- (ii) The duration of leave should be such as may be considered necessary by the sanctioning authority on each occasion.

- (iii) The leave may be granted on full pay. Provided that if the teacher receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses, he may be sanctioned duty leave on reduced pay and allowances.

- (iv) Duty leave may be combined with earned leave, half pay leave or extraordinary leave.

EARNED LEAVE

5. (i) Earned leave admissible to a teacher shall be —
(a) 1/30th of actual service including vacation plus
(a) 1/3rd of the period, if any, during which he is required to perform duty during vacation.

NOTE: For purpose of computation of period of actual service, all periods of leave except casual, special casual and duty leave shall be excluded

- (ii) Earned leave at the credit of a teacher shall not accumulate beyond 180 days. The maximum earned leave that may be sanctioned at a time shall not exceed 120 days. Earned leave exceeding 120 days may, however, be sanctioned in the case of higher study or training or leave on medical certificate or when the entire leave or a portion thereof is spent outside India.

Note — 1. When a teacher combines vacation with earned leave the period of vacation shall be reckoned as leave in calculating the maximum amount of leave on average pay which may be included in the particular period of leave.

Note — 2. In case where only a portion of the leave is spent outside India, the grant of leave in excess of 120 days shall be subject to the condition that the portion of the leave spent in India shall not in the aggregate exceed 120 days.

HALF PAY LEAVE

6. Half pay leave admissible to a permanent teacher shall be 20 days for each completed years of service. Such leave may be granted on medical certificate, for private affairs or for academic purposes:

NOTE: A "completed year of service" means continuous service of specified duration under the University and includes periods absent on duty as well as leave including extraordinary leave.

COMMUTED LEAVE

7. Commuted leave not exceeding half the amount of half pay leave due may be granted on medical certificate to a permanent teacher subject to the following conditions —

- (i) Commuted leave during the entire service shall be limited to a maximum of 240 days.
(ii) When commuted leave is granted, twice the amount of such leave shall be debited against the half pay leave due.
(iii) The total duration of earned leave and commuted leave taken in conjunction shall not exceed 240 days at a time. Provided that no commuted leave shall be granted

under these Rules unless the authority competent to sanction leave has reason to believe that the teacher will return to duty on its expiry.

EXTRAORDINARY LEAVE

8. (i) A permanent teacher may be granted extraordinary leave —
- (a) When no other leave is admissible, or
 - (b) When no other leave is admissible, the teacher applies in writing for the grant of extraordinary leave.
- (ii) Extraordinary leave shall always be without pay and allowances. Extraordinary leave shall not count for increment except in the following cases —
- (a) Leave taken on medical certificates;
 - (b) Cases where the Vice-Chancellor is satisfied that the leave was taken due to causes beyond the control of the teacher, such as inability to join or rejoin duty due to civil commotion or a natural calamity, provided the teacher has no other kind of leave to his credit;
 - (c) Leave taken for prosecuting higher studies; and
 - (d) Leave granted to accept an invitation to a teaching post or fellowship or research-cum-teaching post or on assignment for technical or academic work of importance.
- (iii) Extraordinary leave may be combined with any other leave except casual leave and special casual leave provided that the total period of continuous absence from duty on leave (including periods of vacation when such vacation is taken in conjunction with leave) shall not exceed three years except in cases where leave is taken on medical certificate. The total period of absence from duty shall in no case exceed five years in all.
- (iv) The authority empowered to grant leave may commute retrospectively periods of absence without leave into extraordinary leave.

LEAVE NOT DUE

9. (i) Leave not due may, at the discretion of the Vice-Chancellor be granted to a permanent teacher for a period not exceeding 360 days during the entire service, out of which not more than 90 days at a time and 180 days in all may be otherwise than on medical certificate. Such leave shall be debited against the half pay leave earned by him subsequently.
- (ii) 'Leave not due' shall not be granted unless the Vice-Chancellor is satisfied that as far as can reasonably be foreseen, the teacher will return to duty on the expiry of the leave and earn the leave granted.
- (iii) A teacher to whom 'Leave not due' is granted shall not be permitted to tender his resignation from services so long as one debit balances in his leave account is not

wiped off by active service, or he refunds the amount paid to him as pay and allowances for the period not so earned. In a case where retirement is unavoidable on account of reason of ill health incapacitating the teacher for further service, refund of leave salary for the period of leave still to be earned may be waived by the Executive Council.

Provided further the Executive Council may, in any other exceptional case waive, for reasons to be recorded, the refund of leave salary for the period of leave still to be earned.

STUDY LEAVE

10. (i) Study leave may be granted to a permanent whole time teacher with not less than three years continuous service to pursue a special line of study or research directly related to his work in the University or to make a special study of the various aspects of University organisation and methods of education. Provided that the Executive Council may in the special circumstances of a case, waive the condition of three years service being continuous.

Explanation: In computing the length of service, the time during which a person was on probation or engaged as a research assistant may be reckoned provided —

- (a) the person is a teacher on the date of the application; and
 - (b) There is no break in service.
- (ii) Study leave shall be granted on the recommendation of the Committee for Advanced Studies and Research. The leave shall not be granted for more than two years. Save in very exceptional cases in which the Executive Council is satisfied that such extension is unavoidable on academic grounds and necessary in the interests of the University.
- (iii) Study leave shall not be granted to a teacher who is due to retire within five years of the date on which he is expected to return to duty after the expiry of study leave.
- (iv) Study leave may be granted more than once provided not less than five years have elapsed after the teacher returned to duty on completion of earlier spell of study leave or sabbatical leave.
- (v) No teacher who has been granted study leave shall be permitted to alter substantially the course of study or the programme of research without the permission of the Executive Council. When the course of study falls short of study leave sanctioned the teacher shall/resume duty on the conclusion of the course of study unless the previous approval of the Executive Council to treat the period of shortfall as ordinary leave has been obtained.
- (vi) (a) Subject to the provisions of sub-clauses (vii) and (viii) below, study leave may be granted on full pay upto two years at the discretion of the University.

NOTE: The term 'pay' refers to average pay.

- (b) The teacher shall not ordinarily be entitled to house rent allowance or city compensatory allowance during the period of study leave. Provided that the Vice-Chancellor may, in view of the special circumstances of a case, sanction the payment of such allowances in part or in full.
- (vii) The amount of scholarship, fellowship or other financial assistance that a teacher granted study leave has been awarded will not preclude his being granted study leave with pay and allowances but the scholarship etc. so received shall be taken into account in determining the pay and allowance on which the study leave may be granted.
- (viii) If a teacher, who is granted study leave is permitted to receive and retain any remuneration in respect of part-time employment during the period of study leave, he shall ordinarily not be granted any study leave salary, but in cases, where the amount of remuneration received in respect of part-time employment is not considered adequate, the Executive Council may determine the study leave salary payable in each case.

It shall be the duty of the teacher granted study leave to communicate immediately to the University financial assistance in any form received by him during the course of study leave from any person or institution whatsoever.

- (ix) Subject to the Maximum period of absence from duty on leave not exceeding three years study leave may be combined with earned leave, half pay leave, extraordinary leave or vacation provided that the earned leave at the credit of the teacher shall be availed of at the commencement of the study leave. When study leave is taken in continuation of a vacation, the period of study leave shall be deemed to begin to run on the expiry of the vacation.
- (x) A teacher granted study leave shall on his return and re-joining the service of the University be eligible to the benefit of the annual increment(s) which he would have earned in the course of time if he had not proceeded on study leave. No teacher shall however, be eligible to receive arrears of increments.
- (xi) Study leave shall count as service for pension/contributory provident fund provided the teacher joins the University on the expiry of his study leave.
- (xii) Study leave granted to a teacher shall be deemed to be cancelled in case it is not availed of within 12 months of its sanction.

Provided that where study leave granted has been so cancelled, the teacher may apply again for such leave.

- (xiii) A teacher availing of study leave shall undertake that he shall serve the University for a continuous period of at least three years to be calculated from the date of his resuming duty after expiry of the study leave.
- (xiv) A teacher —
 - (a) who is unable to complete his studies within the period of study leave granted to him, or

- (b) who fails to rejoin the service of the University on the expiry of his study leave, or
- (c) who rejoins the University but leaves the service within three years of the date of rejoining the service, or
- (d) who within the said period is dismissed or removed from service by the University shall be liable to refund to the University the amount of leave salary and allowance and other expenses, spent on the teacher or paid to him or on his behalf in connection with the course of study, together with interest thereon at the rate of 6% per annum to be charged from the date of such payment. Provided that if a teacher has served the University for a period of not less than 18 months on return from study leave, he shall refund to the University half of the amount calculated as above. In case the teacher had been granted study leave without pay and allowances he shall be liable to pay to the University an amount equivalent to his four months pay and allowances last drawn as well as other expenses incurred by the University in connection, with the course of study, together with interest thereon at the rate of 6% per annum.
Explanation: If a teacher asks for extension of study leave and is not granted the extension but does not rejoin on the expiry of the leave originally sanctioned, he will be deemed to have failed to rejoin the service on the expiry of his leave for the purpose of recovery of the dues under this Rule.
- (e) Notwithstanding the above, The Executive Council may order that nothing in this Rule shall apply to a teacher who within three years of return to duty from study leave is permitted to retire from service on medical grounds. Provided further that the Executive Council may, in any other exceptional case, waive or reduce, for reasons to be recorded, the amount refundable by a teacher under this Rule.
- (xv) After the leave has been sanctioned, the teacher shall before availing of the leave, execute a bond in favour of the University binding himself for the due fulfilment of the conditions laid down in sub-clause (xiii) and (xiv) above and give security of immovable property to the satisfaction of the Finance Officer or a Fidelity Bond of an Insurance Company or a Guarantee by a Scheduled Bank or furnish security of two permanent teachers for the amount which might become refundable to the University in accordance with sub-clause (xiv) above.
- (xvi) The teacher shall submit to the Registrar six monthly reports of progress in his studies from his Supervisor or the Head of the Institution. This report shall reach the Registrar within one month of the expiry of every six months of the study leave. If the report does not reach the Registrar within the time specified, the payment of leave salary may be deferred till the receipt of such report.

SABBATICAL LEAVE

- (i) Permanent wholtime teachers of the University who have completed three years of service may be granted sabbatical leave to undertake study or research or other academic pursuit solely for the object of increasing, their proficiency and usefulness

to the University. This leave shall not be granted to a teacher who has less than five years of service in the University to retire.

- (ii) The duration of leave shall not exceed six months two semesters according as the teachers has actually worked in the University for not less than five years since his return from the earlier spell of sabbatical leave.

Provided further that sabbatical leave shall not be granted until after the expiry of five years from the date of the teacher's return from previous study leave or any other kind of training programme.

- (iii) The teacher shall execute a bond, with proper sureties as in the case of study leave, that after the expiry of sabbatical leave he will return to the service of the University and serve thereafter at least for three years failing which he will refund to the University the leave salary and allowances and other expenses, if any spent on him, paid to him or on his behalf together with interest at the rate of 6% per annum to be calculated from the date of such payment. Provided that the Executive Council may in any exceptional case, waive or reduce for reasons to be recorded, the amount refundable by a teacher under this Rule.
- (iv) A teacher shall, during the period of sabbatical leave be paid full pay and allowances (subject to the prescribed conditions being fulfilled) at the rates applicable to him immediately prior to his proceeding on sabbatical leave.
- (v) A teacher on sabbatical leave shall not take up during the period of that leave, any regular appointment under another organisation in India or abroad. He may, however, be allowed to accept a fellowship or a research scholarship or ad hoc teaching and research assignment with honorarium or any other form of assistance, other than a regular employment in an institution of advance studies, provided that in such cases the Executive Council, may if so desires, sanction sabbatical leave on reduced pay and allowances.
- (vi) During the period of sabbatical leave the teacher shall be allowed to draw the increment on the due date. The period of leave shall also count as service for purposes of pension/contributory provident fund provided the teacher rejoins the University on the expiry of his leave.

NOTE— I: The programme to be followed during sabbatical leave shall be submitted to the University for approval along with the application for grant of leave.

II On return from leave the teacher shall report to the University the nature of studies, research or other work undertaken during the period of leave.

MATERNITY LEAVE

- (i) Maternity leave on full pay may be granted to a woman teacher for a period which may extend upto the end or three months from the date of commencement of leave or to end of six weeks from the date of confinement whichever is earlier. Maternity leave may also be granted in case of miscarriage including abortion, subject to the

condition that the leave applied for does not exceed six weeks and the application for leave is supported by a medical certificate.

- (ii) Maternity leave may be combined with earned leave, half pay leave or extraordinary leave but any leave applied for in continuation of maternity leave may be granted if the request is supported by a medical certificate.

QUARANTINE LEAVE

- (i) Quarantine leave is leave of absence from duty necessitated in consequence of the presence of an infectious disease in the family or household of a teacher.
- (ii) Quarantine leave may be granted on medical certificate for a period not exceeding 21 days in exceptional cases this limit may be raised to thirty days. Any leave necessary for quarantine purposes in excess of this period shall be treated as ordinary leave. Quarantine leave may be combined with earned leave, half pay leave or extraordinary leave.
- (iii) A teacher on quarantine leave is not treated as absent from duty and his pay is not affected.



CODE OF PROFESSIONAL ETHICS PROPOSED BY AIFUCTO.

A note adopted by the All India Federation of University and College Teachers Organisation on 'Code of Professional Ethics' in its meeting held in Calcutta in November, 1976.

INTRODUCTION

In keeping with their noble profession teachers of colleges and universities in India should observe a code of professional ethics. However, what is of primary importance is that the Governments, the universities and college authorities have to create such congenial conditions as would enable the teachers to properly observe the code of professional ethics and give of their best in discharging their professional responsibilities. It should further be noted that some objective code of conduct should be formed for each of the other components of higher education i.e. the university authorities, the college authorities, the Education Department and the Directorate of Education of the Government, the students and the non-teaching staff. Unless these codes are framed and observed simultaneously, observance of a code of professional ethics by teachers in isolation is hardly possible and will fail to yield the desired result i.e. improvement of higher education.

While framing the code of professional ethics for teachers we have kept the following considerations in our mind.

(1) The code of professional ethics is not another set of service conduct rules. Rather, it is such that while framing service conduct rules, authorities should refer to it. Service conduct rules should be so framed as would enable the teachers to properly observe the code. It should be sufficiently broad and its prescriptions should not be legally enforceable. But it should act as a source of constant reference for teachers themselves. It should be morally binding upon the teaching community.

(2) The code should always be framed with adequate consultation with teachers' organisations and it should be basically self-imposed for betterment of education and profession.

(3) The code should be framed by the academic authorities, namely, the UGC in consultation with the universities.

(4) The code should cover the relations of teachers vis—à—vis the other components of society with whom they come in contact while discharging their professional responsibilities.

(5) The code itself has a set of reference which is the national goal of education and the basic requirements of a teacher, much of which we take from our National Policy of Education as accepted by Parliament.

(6) The code should also contain a section on right of teachers since in more senses than one rights and responsibilities are inalienable.

With these introductory remarks we put below the following as an ideal code of professional ethics for college and university teachers of India.

PREAMBLE

1. Goal of Higher Education in Our Country:

The basic purpose of education is to create more efficient and productive citizens, aware of our glorious national heritage and the noble achievements of human civilisation, possessing a basic scientific outlook and committed to the ideals of patriotism, democracy, secularism, socialism and peace, and the principles enunciated in the Preamble to our constitution.

Higher education has to produce capable leaders of society and economy for manifold activities committed to the aforesaid ideals.

Higher education being integrally linked with the entire educational system should help in the betterment of the rest of the educational structure.

Higher education should take note of academic excellence, progress of arts and science all the world over and ensure that our best talents make befitting contribution in this international endeavour.

Higher education and research should be conducted in conformity with our national needs and priorities.

II. Teachers and their rights:

Teachers should enjoy full civic and political rights as citizens of our democratic country and there should be no restriction from institutional authorities on their exercise of the same. They have a right to fight any such attempt at restriction.

They have a right to adequate emoluments, social position, just conditions of service, adequate leave and vacation, necessary professional independence, adequate social insurance including retirement benefits and it should be the duty of the powers that be to see that teachers enjoy them.

THE CODE OF PROFESSIONAL ETHICS

1. Teachers and their responsibilities:

Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under vigilant eyes not only of his students but also of society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education

which have already been set forth and which he should seek to inculcate among students must be his own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

TEACHERS THEREFORE SHOULD:

(a) adhere to a responsible pattern of conduct and demeanour expected of them by the community; (b) manage their private affairs in a manner consistent with the dignity of the profession; (c) seek to make professional growth continuous through study, research, travel and participation at professional meetings, seminars, conferences etc. (d) maintain active membership of professional organisations and strive to improve education and profession through them; (e) perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication; (f) co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the university such as, assisting in appraising applications for admission, advising and counselling students as well as assisting in the conduct of university and college examinations, including supervision, invigilation and evaluation; (g) participate in co-curricular activities including community service

II. Teachers and the students:

TEACHERS SHOULD

(a) respect the right and dignity of the student in expressing his/her opinion; (b) deal justly and impartially with students regardless of their religions, caste, political, economic, social and physical characteristics; (c) recognise the difference in aptitude and capabilities among students and strive to meet their individual needs; (d) encourage students to improve their attainments, develop their personalities, and at the same time contribute to community welfare; (e) inculcate among students a scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace; (f) be affectionate to the students and not behave in a vindictive manner towards any of them for any reason; (g) pay attention to only the attainment of the students in assessment of merit; (h) make themselves available to the students even beyond their classhours and help and guide students without consideration of remuneration or reward; (i) aid students to develop an understanding of our national heritage and national goals and (j) refrain from inciting students against other students, colleagues or administration. (This however should not interfere with the right of teachers to freely express any difference on principle in seminars, meetings or other places where students also may be present).

III. Teachers and Colleagues:

TEACHERS SHOULD

(a) treat other members of the profession in the same manner as they themselves wish to be

treated; (b) speak respectfully of other teachers and render assistance for professional betterment; (c) refrain from lodging secret complaint against colleagues to higher authorities; (d) refrain from raising questions of caste, creed, religion, race or sex in their relationship with their colleagues or trying to use the same for improvement of their prospects.

IV. Teachers and Authorities:

TEACHERS SHOULD

(a) discharge their professional responsibilities according to existing rules and at the same time undertake the responsibility to initiate moves and conduct movements through professional organisations for change of any existing rule detrimental to professional interest; (b) conduct professional business through proper channels; (c) refrain from undertaking any gainful employment or commitment which are likely to interfere with their professional responsibilities or which may impair their standing with students association and/or the community; (d) co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand; (e) co-operate through their organisation in the formulation of policies of the institutions and accept offices; (f) co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession; (g) should adhere to the conditions of contract until — (i) service thereunder has been performed (ii) the contract has been terminated by mutual consent, or (iii) the contract has otherwise been legally terminated; (g) give and expect due notice before a change of position is made; and (h) refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

Teachers and non-teaching staff

(i) Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution (ii) Teachers should help and function joint staff-councils covering both teachers and the non-teaching staff.

V. Teachers and Guardians:

TEACHERS SHOULD

(a) try to see through teachers' bodies and organisations that institutions maintain contact with the guardians of their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VI. Teachers and Society:

TEACHERS SHOULD

(a) recognise that education is a public service and strive to keep the public informed of the educational programme which is being provided; (b) work to improve education in the community and strengthen the community's moral and intellectual life; (c) be aware of social problems and should take part in such movement as would be conducive to the progress of society and hence country as a whole; (d) perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices; (e) refrain from taking part in or subscribing to or assisting in any way any movement which tends to promote feeling of hatred or enmity among different communities, religious or linguistic groups.

